

E. NÉMATALLAH & E. CHEVALLEY

A

PRACTICAL
ARABIC COURSE

ENGLISH TEXT EDITED BY

E. G. FINCH



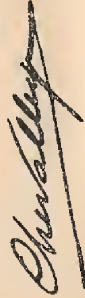
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A

PRACTICAL
ARABIC COURSE

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Wemattallah


E. Ousally


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A Monsieur Christolm Surkar-Brunton,

En bien cordial souvenir de l'auteur

Nemattallah



E. NEMATTALLAH & E. CHEVALLEY

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PRACTICAL ARABIC COURSE

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PREFACE

It is constantly asserted by Europeans that it is impossible for them to gain even a moderate knowledge of Arabic except after infinite toil. There is a considerable grain of truth in this assertion, for there exists no satisfactory text-book which a beginner can use with confidence or which is so arranged that the student who has some acquaintance with the language can fix his ideas of the rather intricate Arabic grammar. The existing text-books are either exhaustive treatises dealing with delicate points of the grammar of Classical Arabic, or else they are merely phrase-books of Colloquial Arabic, giving (often in a faulty transliteration) a few common phrases in a particular dialect. The object of the authors of this text-book has been to provide a scientifically arranged grammar of the *language of the Press and of ordinary business life*.

The arrangement of the work is as follows :

Part I deals with the Arabic alphabet, the pronunciation of the letters is explained, as far as possible, phonetically, and reading lessons are given.

Parts II and III provide a complete course in all the important grammatical rules with copious vocabularies and exercises.

There is an Appendix of technical and administrative terms.

Throughout the book the vowel-accents have been carefully inserted in the Arabic script. Perhaps the main difficulty in Arabic is that the vowel-accents are hardly ever written and each word has to be learnt by ear before it can be properly used. The authors hope that this feature of the book will prove particularly useful to the student.

The lessons have been so arranged as to contain no more matter than can be conveniently mastered in a single day.

It is hoped that the book will prove useful to Government officials and Army Officers and especially to those officials who are required to pass an examination in the Arabic language.

THE AUTHORS

Cairo, December 1907.

SYMBOLS

and

ABBREVIATIONS

p	page
m	masculine
f	feminine
s, sing.	singular
d	dual
pl, plur	plural

() In the vocabulary, Arabic words enclosed within brackets are only employed in the colloquial language.

ˆ This symbol, which is placed over certain letters, denotes a suppressed l.



The following is the scheme of phonetics adopted in this book to indicate the Arabic pronunciation

Arabic	English	Arabic	English
ā	“	in	father
a	“	“	away
ē	“	“	pain.
e	“	“	men
ī	“	“	machine
i	“	“	pity
ô	“	“	glory
o	“	“	top
û	“	“	soup
u	“	“	look

Part I



READING LESSONS

EXERCISES



1st Lesson — LETTERS OF THE ALPHABET

Vowel-accent

	ش	ت	ب	(1) ا
Fatha : <i>a</i>	Se : <i>th</i> (3)	Te : <i>t</i>	Be : <i>b</i>	Alef : <i>a</i> (2)

ث	ج	ب
Tha	Ta	Ba

ح	خ	د	ذ	ر
(4) هـ	ز	س	ش	ص
هـ	ز	س	ش	ص
(5) ع	ف	ق	ك	ل

— Exercise 1 —

ب	ت	ث	ج	ب
ب	ت	ث	ج	ب
ب	ت	ث	ج	ب
ب	ت	ث	ج	ب

(1) The Arabic alphabet contains 29 letters.

(2) *a* is the sound of alef ا, *b* that of ب, etc.

(3) Pronounced like *th* in *thin*.

(4) For the present, we shall only consider the *alef* when it is placed in the middle or at the end of a word (ا); thus it serves to lengthen the vowel-sound of the preceding letter. E.g. ا is pronounced *bā* and not *ba*.

(5) These three columns show the form of the letters when written at the beginning, in the middle, or at the end of a word.

(6) *Alef* cannot be joined to the following letter in a word.

3rd Lesson — LETTERS OF THE ALPHABET

Vowel-accent ذ

Damma : u. (2)

Zāl : th (1)

Dāl : d

ذ

ذ

Tha

Du

جَحَدُ جَذْثُ (3) دَجَا (3)

د

د

نَحَدُ جَذِبُ ذَابُ ذِي

ذ

ذ

Exercise 3

جَاذِبُ

دَاخُ

ذَاتُ

حَدَا

فُجِجَ

جَذَبُ

حَاوِثُ

دَجَاجُ

فُجِجَ

حَدَثُ

جَذَاذُ

حَذِيبُ

جَاَحَدُ

حَدَا

بَجَادُ

نَجَاذَبُ

ذَاحِجُ

حَدَادُ

ذُبَابُ

نَحَاذَثُ

(1) Pronounced like *th* in *though*.

(2) The vowel-accent is three in numbers (ذ), (ذ) and (ذ).

(3) د and ذ cannot be joined to the following letter in a word.

4th Lesson — LETTERS OF THE ALPHABET

ز

ز

ز

Fat-hetên : an

Zèn : z

Re : r

زَا

زَا

Zan

Ran (l)

جَزْرٌ

جَزْرًا

رَيْحٌ⁽²⁾

ر

جَزْرٌ

جَزْرًا

زَرْدًا

ز

ز

ز

ز

— Exercise 4 —

جَارِحٌ

يَرَا حَا

زَادُ

رَاتِيَا

رَجَبٌ

رَاجِعًا

وَدَّادُ

رُتَابُ

يَرَا زَا

يُخَارَا

خَرَابٌ

جَدَارُ

رُبِّيَا

زَجَرَ

حَايِزُ

جَرَا حَا

جَزْرًا

جَرَادًا

بَادَر

زُجَاجَا

(1) The sign (زَ), which adds the sound of *n* to (ز), must be followed by | which, however, has no vocalic value.

(2) ر and ز cannot be joined to the following letter in a word.

5th Lesson — LETTERS OF THE ALPHABET

—

ش

س

Kasretên : en

Shin : sh

Sin : s (1)

ش

Shen

ش

Sen

حَاسٍ

حِيبَا

سَبَبٍ

س

حَاشٍ

بَشَرٍ

شَرِبَ

ش

ش

— Exercise 5 —

سِرَاجٍ

سَاحِجٍ

خَشَبٍ

جَسَدًا

شَبَابٍ

خَلَشَ

حَاسِبَ

شَرَابٍ

دَرَسَ

حَاسِدًا

سَاحِرٍ

جَسَ

سَحَابٍ

شَرَارًا

حَارِسٍ

شَبَّحَ

سَدَادًا

شَرِسٍ

سَادِسٍ

تَشَاوَرَ

خَضْرَاءٍ

دَاسٍ

سَاجِدٍ

شَجَرًا

سِتَارٍ

(1) س is pronounced like s in sea.

6th Lesson — LETTERS OF THE ALPHABET

ص ض

Dammetên : on

Dād : d (2)

Sād : s (1)

ض

Don

ص

Son

رَضُّصَ

بَصْرَ

صَارَ

ض

خَضَضَ

خَضَرَ

ضَرَبَ

ض

— Exercise 6 —

ضَجَّاج

صَاحِبُ

ضَرَّارٌ

حَصَدَ

صَبَّاحٌ

خَضَابٌ

حِصَصٌ

خَاضَ

رُصَاصٌ

حِصَارًا

صَادِرٌ

ضَارِبًا

صَادَ

حَاصِرَ

صَرَخَ

خَصِيبٌ

ضَجَرَدٌ

صَائِرٌ

رَاضٍ

ضَبَابٌ

(1) ص has an emphatic pronunciation like that of s in the French *sang*.

(2) ض has an emphatic pronunciation like that of d in the French *dent*.

7th Lesson — LETTERS OF THE ALPHABET

ظ ط

Sukūn (3)

Za' : z (2)

Ta = t (1)

ضَبَطَ	سَطَرَ	طَارَ	ظَ طَ	ظَ طَ
جَاخِظَ	حَظَرَ	ظَبَا	ظَ ظَ	ظَ ظَ

— Exercise 7 —

خِطَابٌ	طَرَدَ	حَظَا	طَرَحَ	حَرَا
خَطَبَ	بَسَطَ	خَبَطَ	عَرَا	شَطَطَ
سَطَحَ	حَطَبَ	ظَابَطَ	شَطِبَ	خِنَا
شَرَطَ	خَطَرَ	شَاطِرَ	حِظَارَ	رَبَا

(1) ط has an emphatic pronunciation like that of *t* in the French *temps*.

(2) ظ has an emphatic pronunciation like that of *z* in the French *horizon*.

(3) A letter over which there is (ـَ) is pronounced as a mute letter.

8th Lesson — LETTERS OF THE ALPHABET

شَدَا (3) غ ع
 Shadda (3) Ghèn : g (2) Èln : a' (1)

ع ع
 A'u Gu

طَبْعٌ تَعَجَّبٌ عَدَبٌ ع ع
 رَبْعٌ تَعَرَّضٌ غَسَّ غ غ

— Exercise 8 —

عَدَدٌ رُبْعٌ عَضْبٌ تَعَلَبٌ عِبْدٌ
 غَزَزٌ ذِرَاعٌ رَغَبٌ عَرِشٌ عَصْرًا
 صَبَاغٌ عَرَبٌ غَدَاؤٌ رَعْدٌ غَزَدٌ
 تَبَاً رَعْبٌ تَعَرَّضٌ غَرَابٌ عَرَابًا

(1) & (2) It is impossible to express these two letters phonetically, with any degree of exactitude. ع may be represented as guttural short a' and غ as a strongly aspirated g', but the learner would do well to learn these sounds by ear from a native.

(3) The (ـَـ) indicates that the letter over which it is placed is doubled.

9th Lesson — LETTERS OF THE ALPHABET

ق ف

Qaf : q (l) Fe : /

ق ف

Qen Fen

عَاصِفٌ	فَرَسٌ	ف	ف
حَقٌّ	قَتْلٌ	ق	ف

— Exercise 9 —

تَفَاحٌ	بَرَقٌ	جَقَافٌ	قَصَبٌ	فَجَرٌ
فَحْصٌ	ظَرْفٌ	سَرَقٌ	قَرَعٌ	قَصْرٌ
فَرَاثٌ	فَجْرٌ	قَبْضٌ	قَرَأْتُ	حَقٌّ
قَلَحٌ	صَفَقٌ	قَرَحٌ	قَتَلْتُ	فِرَاقٌ
فِرَافٌ	سَتَفٌ	رَقِصٌ	عَقَافٌ	فَرَجٌ

(1) Pronounced like a guttural q .

10th Lesson — LETTERS OF THE ALPHABET

ل

Lâm : l

ك

Kaf : k

ل

Len

ك

Ken

سَكَكَ

سَكَّرَ

كَدَّ

ك

ك

جَبَلٌ

بَلَدًا

لَفْظٌ

ل

ل

— Exercise 10 —

كَيْفُ

بَصَلُ

تَكَثَّرَ

قَلْبٌ

كِتَابٌ

لَفَاتٌ

ضَا حَاكٌ

(1) لَاحِظٌ

كِبَارًا

لُطْفٌ

شَبَاكٌ

جَلَالٌ

جَبَلٌ

حَالِدٌ

شُكْرٌ

كَلْبٌ

كَذَّابٌ

كَزَّبٌ (2)

كَسَلًا

حَلَاقٌ

بَقَالٌ

فَكَكَّكَ

قَالَ

شَكٌ

فَاضِلٌ

(1) l followed by l is written لا .

(2) At the beginning or in the middle of a word, ك can be written كَ .

11th Lesson — LETTERS OF THE ALPHABET

ن

Nûn : n

م

Mîm : m

نَ

Nā

مَ

Mā

قَلَمٌ

جَمَالٌ

مَطَرٌ

م

م

م

حَسَنٌ

بِنْتُ

بَكَتْ

ن

ن

ن

— Exercise 11 —

نَظْمٌ

نَجْمٌ

نَبَانٌ

نَصْرٌ

عُشْمَانٌ

قُلُوبٌ

مِشْمِشٌ

جَمَلًا

مَحَلًا

نَعَمٌ

جَنَاتٌ

نَادِمٌ

نِظَامٌ

عَلَا

عِلْمٌ

عَمَلٌ

مَلِكٌ

صِنْفٌ

مِيزَةٌ

مَائِنًا

نَامٌ

نَجَلٌ (1)

مَرَارًا

مَلٌّ

مِيزَةٌ

(1) ن is sometimes written نَ or نِ

12th Lesson — LETTERS OF THE ALPHABET

و	و
Waw : w	He : h
و	(1) ه
Wen	Hen

شَهْد	هَجْر	ه
جَوَّ	وَجْه	و

— Exercise 12 —

زَهْرًا	مَوْعِد	دَهْوَر	تَهْد	بَهْر
كِرِه	هَمُوم	وَهَاب	مُودِه	وَطَن
مِهْدِيَّة	وَصُولَا	وَرَق	جَهْل	جَمَاعَة

(1) This is the form of final *he* when alone.

(2) و is never joined to a following letter.

(3) و without a vowel sign over it, serves to lengthen the sound of the preceding letter. ل. g. دَهْوَر *dahûr* and not *dahur*.

(4) Final *he* bearing two dots is simply a ت and is called *te marbûta*. It is almost always the sign of the feminine gender.

(5) The *te marbûta* bearing (ـِ) is never followed by the | which has no vocalic value.

13th Lesson — LETTERS OF THE ALPHABET

(4) **ي** لا
Ye : y Lâmalef : lá

ي لا
ya lá

عَاقِلًا غَلامٌ لَاسٌ لا لا
قَاضِي يَسِيمٌ (2) يَدٌ ي ؛

— Exercise 13 —

هَلَا لَا يَوْمٌ عَالِي يَابِسٌ قَطِيعٌ
عَبِيدًا يَاقُوتٌ لَيًّا عَاقِبَةٌ مُصْطَفَى
شَرِيفَةٌ كَرِيمَةٌ عَظِيمٌ يَمِينٌ مُصْرِيٌّ

(1) لا is only the combination of ل and ا.

(2) Like ا and و, ي without a vowel sign is used to lengthen the sound of the preceding letter ; e. g. فِي *fî* and not *fi*. - ي is sometimes written ا or ع.

(3) Final ي, without its two dots, has no value in pronunciation and is called *alef maqsûra* ; thus, عَلَى is pronounced *a'ala*.

14th Lesson — LETTERS OF THE ALPHABET

Wasla	Madda	Alef
ـَ (2)	ـ (4)	ا
عَبَا	بَاب	أَنْ

— Exercise 14 —

مِنْ الْمَدْرَسَةِ (3)	أَمَلُ	بِالْجَنَّةِ	أَدَمُ
كِتَابُ الْوَلَدِ (4)	آخِرَ	بِالْخَيْرِ	آلَاءُ
صَبَاحَ الْخَيْرِ	أَخَذَ	بِلِسَانِ	مَا كَلَّ

(1) The (ـ) is used to lengthen the ا over which it is placed ; thus , آ equals two ا .

(2) The (ـُ) is placed especially on the initial ا of certain words beginning with ا preceded immediately by a vowel-accent or by a distinct vowel sound ; it renders this ا mute and joins the preceding syllable to the following letter. E. g. مِنْ الْبَابِ must be read as *minalbabî* and not as *mina albabî*.

(3) When a word ends in an unaccented letter, the latter is pronounced as if it had over it a (ـُ). If the letter is a *te marbûta*, it is pronounced like *he*.

(4) When a word, ending in a letter over which there is no vowel sign, has dependent upon it another beginning with ا, the unaccented letter is pronounced with the sound of « e » ; e. g. كِتَابُ الْوَلَدِ *kitab 'elwaladi*.

15th Lesson — LENGTHENING LETTERS

• (1) ا و ي

Hamza

These three letters are called *weak* or *lengthening* letters.

— Exercise 15 —

يُرِي	يَكْرِمَا	جَزَاءُ ⁽³⁾	خَاطِئٌ	أَخِي ⁽²⁾
شَيْعًا	الْأَمَلُ	إِحْسَانٌ	شَوْوَنًا	أَدَبٌ
فِرَاقًا	شَاطِئٌ	مَوْلَانَا ⁽³⁾	حَسْبُ	أَوَّلُهُ

(1) The (ء) is rarely written alone. It usually accompanies the ا and is also written over the و or the ي (which loses its two dots). This sign is placed above these letters, except when the ا is written with (ـَ) ; in which case, it is placed beneath, thus اِء.

(2) The (ء) renders the letter which it accompanies mute and has only the sound of the vowel by which it is accompanied.

(3) If a *weak* letter is preceded by a similar vowel-accent, it serves to lengthen this vowel-accent. - (ـَ) is similar to ا, (ـِ) to و and (ـُ) to ي.

16th Lesson — REVISION OF THE ALPHABET, &c.

1 — Letters of the alphabet

ا	ب	ت	ث	ج	ح	خ
د	ذ	ر	ز	س	ش	ص
ض	ط	ظ	ع	غ	ف	ق
ك	ل	م	ن	ه	و	ي

2 — Vowel-accents and signs

a / — Vowel-accents and signs which can be used with the letters of the alphabet :

َ	ُ	ِ	ْ	َ	ُ	ِ	ْ	َ	ُ	ِ	ْ
---	---	---	---	---	---	---	---	---	---	---	---

b / — Signs which can only be placed over the / :

َ	ُ	ِ	ْ
---	---	---	---

c / — Sign which can be used with / َ and / ُ , or which be written alone :

17th Lesson — SOLAR AND LUNAR LETTERS

(2) الْقَمَرُ

(4) الشَّمْسُ

ال

The *solar* letters are :

ث ت د ذ ر ز س ش ص ط ظ ل ن

— Exercise 16 —

الْأُمُّ

مِنَ الْأَرْضِ

الضَّرُورَةُ

الْقَمَرُ

الشَّمْسُ

أَظْهَرَ

الْغَيْبِ

فِي الدَّارِ

الذَّهَبِ

بِالدَّرَاهِمِ

(3) مَدِينَةُ لَنْدُنْ

مَوَادِّ الْقَانُونِ

حَقِيقَةُ الْخَبَرِ

(1) When the particle ^{هـ}ا is joined to a word beginning with one of the above 14 *solar* letters, the ^{هـ}ا of this particle is not pronounced and has no (ـَ) over it, but a (ـِ) is placed over the solar letter ; e. g. ^{هـ}الشَّمْسُ is pronounced *ash-shams* and not *al-shams*. The *solar* letters are so called from the word ^{هـ}شَمْسُ *sun*, which begins with one of them.

(2) Before the other letters, which are called *lunar*, from the word ^{هـ}قَمَرٌ *moon*, which begins with one of them, the ^{هـ}ا of ^{هـ}ا is pronounced and carries (ـَ) : e.g. ^{هـ}القَمَرُ *al-qamar* and not *aq-qamar*.

(3) When a word, ending in *le marbûta* without a vowel sign, has another word dependent on it, the *le* is pronounced ; e.g. مَدِينَةُ لَنْدُنْ the city of London, is pronounced *madinal London*.

18th Lesson — THE NUMERALS

0	صِفْرٌ	٠	5	خَمْسَةٌ	٥
1	وَاحِدٌ	١	6	سِتَّةٌ	٦
2	إِثْنَيْنِ	٢	7	سَبْعَةٌ	٧
3	ثَلَاثَةٌ	٣	8	ثَمَانِيَةٌ	٨
4	أَرْبَعَةٌ	٤	9	تِسْعَةٌ	٩
<hr/>					
10	عَشْرَةٌ	١٠	21	وَاحِدٌ وَعِشْرِينَ ⁽¹⁾	٢١
11	أَحَدٌ عَشَرَ	١١	25	خَمْسَةٌ وَعِشْرِينَ	٢٥
12	إِثْنَا عَشَرَ	١٢	30	ثَلَاثِينَ	٣٠
13	ثَلَاثَةٌ عَشَرَ	١٣	40	أَرْبَعِينَ	٤٠
14	أَرْبَعَةٌ عَشَرَ	١٤	50	خَمْسِينَ	٥٠
15	خَمْسَةٌ عَشَرَ	١٥	60	سِتِّينَ	٦٠
16	سِتَّةٌ عَشَرَ	١٦	70	سَبْعِينَ	٧٠
17	سَبْعَةٌ عَشَرَ	١٧	80	ثَمَانِينَ	٨٠
18	ثَمَانِيَةٌ عَشَرَ	١٨	90	تِسْعِينَ	٩٠
19	تِسْعَةٌ عَشَرَ	١٩	97	سَبْعَةٌ وَتِسْعِينَ	٩٧
20	عِشْرِينَ	٢٠	99	تِسْعَةٌ وَتِسْعِينَ	٩٩

(1) From 21 onwards, وَ and, is placed between the units and the tens.

19th Lesson — THE NUMERALS

100	مِئَةٌ — مِائَةٌ	١٠٠	1000	أَلْفٌ	١٠٠٠
200	مِئَتَيْنِ	٢٠٠	2000	أَلْفَيْنِ	٢٠٠٠
500	(١) خَمْسَ مِئَةٍ	٥٠٠	3000	ثَلَاثَةَ أَلْفٍ (٢)	٣٠٠٠
700	سَبْعَ مِائَةٍ	٧٠٠	4000	أَرْبَعَةَ أَلْفٍ	٤٠٠٠
900	تِسْعَةَ مِئَةٍ	٩٠٠	6007	سِتَّةَ أَلْفٍ وَسَبْعَةٍ	٦٠٠٧
304	ثَلَاثَ مِئَةٍ وَأَرْبَعَةَ	٣٠٤	8100	ثَمَانِيَةَ أَلْفٍ وَمِائَةٍ	٨١٠٠
685	سِتِّمِئَةً وَخَمْسَةَ مِئَتَيْنِ	٦٨٥	9006	تِسْعَةَ أَلْفٍ وَسِتَّةٍ	٩٠٠٦
	10000	عَشْرَةَ أَلْفٍ (٣)	١٠٠٠٠		

— Exercise 17 —

Write in letters the following numbers :

١٠٦٧ — ٧١٤ — ٦٠٣ — ٢٨٧ — ٧٥ — ٢٨
 ١٠٧٦٦ — ٩٣٨٤ — ٧٤١٧ — ٥١٥٠ — ٣٥٨٢

(1) The word مِئَةٌ is generally invariable, and the numbers from 3 to 10 inclusive, which precede it, lose their ة .

(2) The word أَلْفٌ, preceded by a number from 3 to 10 inclusive, is put in the plural أَلْفٌ, preceded by a higher number, it remains in the singular.

(3) We shall consider later the special rules which govern the use of the numerals.

Part II



GRAMMAR

VOCABULARIES

EXERCISES



20th Lesson — PERSONAL PRONOUNS

Vocabulary — THE SCHOOL

A school (ت)	مَدْرَسَةٌ	A student	طَالِبٌ
A university	جَامِعَةٌ — كَلِيَّةٌ	The library	اَلْمَكْتَبَةُ
The class (2)	اَلْفَرْقَةُ	The desk	اَلْمَكْتَبُ
A head-master	بَاطِرٌ — رَئِيسٌ	A book	كِتَابٌ
A teacher	مُعَلِّمٌ — مَدْرِسٌ	A copy-book	دَفْطَرٌ
A pupil	تَلْمِيذٌ	A pen	رِيشَةٌ — قَلَمٌ

PERSONAL PRONOUNS

There are two kinds of personal pronouns : those joined to a word (*conjunctive*) and those standing alone (*disjunctive*).

I — Conjunctive Personal Pronouns

ي	عِنْدِي	(with me)	I have
لَكَ	كِتَابُكَ	(the book of thee (m))	Thy book (m)
لَهُ	مَدَحَهُ	(he has praised him)	He has praised him

The *conjunctive* pronouns are the complements of *prepositions, nouns and verbs*.

1. The indefinite article *a* or *an* is not translated in Arabic.
2. *The* is represented by the definite article |ل|.

The *conjunctive* personal pronouns are :

1^o — *Conjunctive Pronouns (Singular)*

هَـ	هُ	كَ	كَ	يَ
Her	Him	Thy (f)	Thy (m)	Me

a) — *Pronouns joined to a preposition*

I have (f)	يَ	عِنْدِي	or	مَعِيَ	or	لِي
Thou hast (m)	كَ	عِنْدَكَ ⁽²⁾	»	مَعَكَ	»	لَكَ
Thou hast (f)	كَ	عِنْدِكَ	»	مَعَكَ	»	لَكَ
He has	هُ	عِنْدَهُ	»	مَعَهُ	»	لَهُ
She has	هَا	عِنْدَهَا	»	مَعَهَا	»	لَهَا ⁽³⁾

1. There does not exist in Arabic a verb corresponding exactly to the English verb *to have* ; to translate the idea of *to have*, the prepositions *عِنْدَ* *مَعَ* *أَتَى* and *لِ* *to* are used with the various conjunctive personal pronouns.

When the verb *to have* means to possess a thing in one's house, *عِنْدَ* is used ; to have it on one's person : *مَعَ*. In other cases, *لِ* is used.

2. The second person singular is in very common use in Arabic.

3. It will be noticed that in the Arabic conjugation of the verb *to have*, present tense, the *د* of *عِنْدَ*, the *ع* of *مَعَ* and the *لِ* bear in each case a (ـَ), except in the 1st person singular where they take a (ـِ) by analogy with *يَ*.

21st Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE SCHOOL (continued)

Paper (١)	ورَق	Ink	حَبَر
A review, a magazine	مَجَلَّة	A page	صَفْحَةٌ — وَجْهٌ
A newspaper (جُرْنَال)	جَرِيدَةٌ	The lesson	الدَّرْس
A pencil	قَلَم رِصَاص	An exercise	تَمَرِّين
A penknife	مِقْشَط	A line	سَطْر
A ruler	مِسْطَرَّة	A sentence	جُمْلَةٌ
An ink-stand	دَوَاة — (دَوَايَة)	A word	كَلِمَةٌ

b) — Pronouns joined to a noun

ي	كِتَابِي	(the book of me)	My book
إِ	جَرِيدَتِكَ (٢)	(the newspaper of thee m)	Thy newspaper (m)
لِ	مَدْرَسَتِكَ	(the school of thee f)	Thy school (f)
هُ	مُعَلِّمِهِ	(the teacher of him)	His teacher (m)
هَآ	وَرَقِهَا	(the paper of her)	Her paper

When joined to a noun, the conjunctive personal pronouns represent the English possessive adjectives.

1. When the conjunctive pronouns are joined to a word ending in ة , this ة is changed to an ordinary ت .

c) — *Pronouns joined to a verb*

مَدَحَنِي ي

(he has praised me) He has praised me

مَدَحَكَ اَنْتَ

(he has praised thee (m)) He has praised thee (m)

مَدَحَكَ اَنْتَ

(he has praised thee (f)) He has praised thee (f)

مَدَحَهُ هُوَ

(he has praised him) He has praised him

مَدَحَهَا هِيَ

(he has praised her) He has praised her

When joined to a verb, the conjunctive personal pronouns have the meaning of *me, thee, him, &c.* In the 1st person singular, a ن is added to the stem of the verb, before adding the ي.

— Exercise 18 —

كِتَابُ عِنْدِي مَسْطَرَّةٌ وَوَرَقٌ وَقَلَمٌ وَحَبْرٌ — مُعَلِّمُ الْمَدْرَسَةِ (١) — تَلْمِذُهُ
تَأْظُرُ الْجَامِعَةَ — عِنْدَهُ جَرِيدَةٌ وَمَجَلَّةٌ وَدَقِيقَةٌ — مَعِيَ رِيْشَةٌ وَمِقْشَطٌ
وَمَمْلُوكٌ قَلَمٌ رَصَاصٌ — دَرَسَ التَّلْمِيزَ — مَدَحَ الْمُدْرِسُ (٢) تَلْمِيزَهُ
— عِنْدَكَ كِتَابُهُ وَعِنْدَهَا قَلَمُكَ وَمَجَلَّتُكَ — مَدَحَنِي تَأْظُرُ الْمَدْرَسَةَ

1. We shall not, for the present, accentuate the last letter of Arabic words, for the accentuation of this letter depends on the position of these words in a sentence and is subject to certain rules which we shall consider later.

2. In enumerating a list of words, the conjunction *وَ* and is repeated after each word.

3. When a noun is determined by another or a succession of other nouns dependent each upon another, the last alone takes the article *ال*, unless it is a proper noun ; the preposition *of* which connects these nouns is not translated.

4. In Arabic, the subject is generally placed after the verb.

22nd Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM

The furniture	الْأثاث — (الْمُؤَيَّلِيَّة)
The dining-table	الْمَائِدَة — السُّفْرَة
A cupboard	خِزَانَة — (دُولَاب)
The side-board	خِزَانَة السُّفْرَة ⁽¹⁾
A chair	كُرْسِي
The cover	أَدَوَات السُّفْرَة — (طَقْم السُّفْرَة)

The cloth	غِطَاء الْمَائِدَة	A knife	سِكِّين
A serviette	فُوطَة	A fork	شَوْكَة
A spoon	مِلْعَقَة	A dish	طَبَق

20 — Conjunctive Pronouns (Plural)

هُنَّ	هُمْ	كُنَّ	كُنَّ	نَا
Them (f)	Them (m)	You (f)	You (m)	Us

30 — Conjunctive Pronouns (Dual)

هُمَا ⁽²⁾	كُمَا
They two (m & f)	You two (m & f)

1. When a word in English is rendered in Arabic by two nouns, the one depending on the other, the definite article **الـ** is placed only before the second.

2. In colloquial Arabic, the pronouns of the dual and feminine plural are replaced by those of the masculine plural.

a) — Pronouns joined to a preposition

We have	عِنْدَنَا	or	عِنْدَنَا
You have (m)	عِنْدَكُمْ	»	عِنْدَكُمْ
You have (f)	عِنْدَكُنَّ	»	عِنْدَكُنَّ
They have (m)	عِنْدَهُمْ	»	عِنْدَهُمْ
They have (f)	عِنْدَهُنَّ	»	عِنْدَهُنَّ
You have (d)	عِنْدَكُمَا	or	عِنْدَكُمَا
They have (d)	عِنْدَهُمَا	»	عِنْدَهُمَا (١)

b) — Pronouns joined to a noun

Your drawer (m)	خِزَانَتُكُمْ	Their copy-book (f)	دَفْتَرُهُنَّ
Our desk	مَكْتَبَتَنَا	Your review (f)	مَجْلَدُكُمْ
Their lesson (m)	دَرْسُهُمْ	Your pen (d)	رِيشَتُكُمَا

c) — Pronouns joined to a verb

He has praised us	مَدَحَنَا	He has praised them (f)	مَدَحَهُنَّ
He has praised you (m)	مَدَحَكُمْ	He has praised you (d)	مَدَحَكُمَا
He has praised them (m)	مَدَحَهُمْ	He has praised you (f)	مَدَحَكُنَّ

1. See page 29, (3).

23rd Lesson — DISJUNCTIVE PERSONAL PRONOUNS
Vocabulary — THE DINING-ROOM (*continued*)

A plate	صَحْنٌ	A bottle (فِرَازَةٌ)	زَجَاجَةٌ —
The salt-cellar	أَلْمَلَاَحَةُ	A cup	فِنْجَانٌ
A glass	قَدَحٌ — كَأْسٌ	The saucer	صَحْنُ الْفِنْجَانِ
(The) food	أَلْطَعَامُ		
(The) bread (أَلْعِيشُ)	أَلْخُبْزُ	(The) fish	أَلْسَمَكُ
(The) meal	أَللَّحْمُ	(The) dessert, fruits	أَلْفَاكِهَةُ
(The) drink	أَلشَّرْبُ		
Water	مَاءٌ — (مِيَّةٌ)	Wine	نَبِيذٌ — (نَيْتٌ)
The dining-room	أَوْضَةُ الْمَسْفَرَةِ		

II — Disjunctive Personal Pronouns

The *disjunctive* personal pronouns are :

1 ^o — Singular :	هِيَ	هُوَ	أَنْتَ	أَنْتِ	أَنَا
	She	He	Thou (f)	Thou (m)	I
2 ^o — Plural :	هُنَّ	هُمْ	أَنْتُمْ	أَنْتُمْ	نَحْنُ
	They (f)	They (m)	You (f)	You (m)	We
3 ^o — Dual :	هُمَا				أَنْتُمَا
	They two (m & f)				You two (m & f)

أَنَا غَنِيٌّ	(I rich)	I am rich
هُوَ فَقِيرٌ	(he poor)	He is poor

The *disjunctive* personal pronouns are always used as subjects.

I (am)	أَنَا	You (are) (d)	أَنْتَ
Thou (art) (m)	أَنْتَ	You (are) (pl.m)	أَنْتُمْ
Thou (art) (f)	أَنْتِ	You (are) (pl.f)	أَنْتُنَّ
He (is)	هُوَ	They (are) (d)	هَـمَا
She (is)	هِيَ	They (are) (pl.m)	هَـمْ
We (are)	نَحْنُ	They (are) (pl.f)	هُنَّ

The *disjunctive* personal pronouns render in Arabic the present tense of the verb *to be*.

The book (is) useful	الْكِتَابُ مُفِيدٌ
The water (is) in the glass	الْمَاءُ فِي الْقَدَحِ ⁽¹⁾
The serviette (is) on the chair	الْقَوَاطِرُ عَلَى الْكَرْسِيِّ ⁽²⁾

As a rule, in Arabic the present tense of the verb *to be* is not translated in the case where in English it is followed by an attributive adjective or a circumstantial complement.

1. *in, into.*
2. *on, upon, over.*

25th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — A ROOM (continued)

The furniture		الأثاث	
A table	(طَاوِلَةٌ)	A box	صِنْدُوقٌ
A drawer	دُرُجٌ	The carpet	السَّطَّاحُ
A chest of drawers	خِزَانَةٌ بِأَدْرَاجٍ	A curtain	سِتَارَةٌ
A shelf	رَفٌّ	A lamp	مِصْبَاحٌ — (لَمْبَةٌ)
A looking-glass	مِرَاةٌ	An image, a portrait	صُورَةٌ
A sofa	دِيوَانٌ	A drawing	رَسْمٌ
A room	غُرْفَةٌ	قَاعَةٌ — أَوْضَةٌ	غُرْفَةٌ

To accept, to agree to	(a) قَبِلَ	To sit	(o) قَعَدَ	(i) جَلَسَ
To shut	(i) غَلَقَ (o) قَفَلَ	To send		(a) بَعَثَ
To sweep	(o) كَنَسَ	To beg, to ask for		(o) طَلَبَ
To explain	(a) شَرَحَ	To pronounce		(i) لَفَظَ
To do, to make		(a) عَمَلَ — صَنَعَ		
Yes	نَعَمْ	No		لَا

He has drunk

شَرِبَ

Has he drunk ?

هل شَرِبَ ؟
أَشْرَبَ ؟

Past Tense (*interrogatively*)

Have I drunk ?

هل شَرِبْتُ ؟

Have we drunk ?

أَشْرَبْنَا ؟

Hast thou drunk (m) ?

هل شَرِبْتَ ؟

Have you drunk (m) ?

أَشْرَبْتُمْ ؟

Hast thou drunk (f) ?

هل شَرِبْتِ ؟

Have you drunk (f) ?

أَشْرَبْتُنَّ ؟

Has he drunk ?

هل شَرِبَ ؟

Have they drunk (m) ?

أَشْرَبُوا ؟

Has she drunk ?

هل شَرِبَتْ ؟

Have they drunk (f) ?

أَشْرَبْنَ (1) ؟

— Exercise 20 —

هل كَتَبْتُ عَرَفَةَ الناظر وأَوْضَعْتُ السَّفَرَةَ ؟ — أَعَشْتُ الْجَرِيدَةَ

وَالدَّجَاجَةَ ؟ — بَعَثْتُ الْجَرِيدَةَ لَا الدَّجَاجَةَ — هل قَبِلَ الْمُعَلِّمُ تَلْمِيزَهُ ؟

— نَعَمْ قَبَلَهُ — عِنْدِي مِرَاةٌ وَلَبِقَةٌ فِي الْأَوْضَعَةِ — هل جَلَسْتُ عَلَى

الدِّيْوَانِ ؟ — هل صَنَعُوا أَثَاثَ الْمَدْرَسَةِ ؟ — لَفَظْتُ الْكَلِمَةَ وَالْجُمْلَةَ

— عَمَلْنَا صُورَةَ النَّاطِرِ وَرَسَمَ الْجَامِعَةَ — هل كَتَبَ التِّلْمِيزُ بِالْجَبْرِ ؟

— Exercise 21 —

Did you send the carpet and the curtain ? — Has the teacher opened the door and the window ? — No, the teacher has opened the door and shut the window. — Have you made (m) the furniture of our room ? — Has she swept the room ? — Have they accepted (m) the pupil in the school ? — Have you copied (f) the exercise in the copy-book ? — Have we drunk a bottle of wine ? — Have they made (m) the portrait of their teacher ?

1. The dual form of the past tense having been given in the preceding lesson, it is unnecessary to repeat it in each lesson.

26th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — TIME

The day	اليوم	The month:	الشهر
The week	الأسبوع	(The) time	الوقت — الزمن
Sunday	الأحد	الأحد — يوم الأحد	
Monday	الاثنين	Thursday	الخميس
Tuesday	الثلاثاء	Friday	الجمعة
Wednesday	الأربعاء	Saturday	السبت
يناير	فبراير	مارس	أبريل
January	February	March	April
مايو	يونيو	يوليو	أغسطس
May	June	July	August
سبتمبر	أكتوبر	نوفمبر	ديسمبر
September	October	November	December
To arrive	قَدِمَ (a)	To do	فَعَلَ (a)
To return	رَجَعَ (i)	To understand	فَهِمَ (a)
To examine	فَحَصَ (a)	To suppress	حَدَفَ (i)
		To learn (by heart), to guard, to preserve	حَفِظَ (a)
Or	أَوْ — أَمْ (i)	How ?	كَيْفَ ؟

1. أَمْ is used particularly in interrogative sentences introduced by أَمْ.

I opened	فَتَحْتُ	I did not open	مَا فَتَحْتُ
Past Tense (<i>negatively</i>)			
I did not open	مَا فَتَحْتُ	We did not open	مَا فَتَحْنَا
Thou didst not open (m)	مَا فَتَحْتَ	You did not open (m)	مَا فَتَحْتُمْ
Thou didst not open (f)	مَا فَتَحْتِ	You did not open (f)	مَا فَتَحْتُنَّ
He did not open	مَا فَتَحَ	They did not open (m)	مَا فَتَحُوا
She did not open	مَا فَتَحَتْ	They did not open (f)	مَا فَتَحْنَ

— Exercise 22 —

هَلْ دَخَلُوا أَوْ خَرَجُوا؟ — أَجَلَسْتُ عَلَى الدُّرَى أَمْ عَلَى الْكَرْسِيِّ؟
 — مَا قَامَ الدَّرْسُ وَمَا كَتَبَ التَّمْرِينَ — أَقْدِمُوا يَوْمَ السَّبْتِ أَمْ يَوْمَ
 الْأَحَدِ؟ — كَيْفَ صَوَّأَ الْخِزَانَةَ وَالْمَكْتَبَ فِي يَوْمِ؟ — أَمَا
 رَجَعْتُمْ يَوْمَ الْخَمِيسِ؟ — أَمَا فَتَحْتَ الدَّرَجَ؟

— Exercise 23 —

Have they suppressed (m) a word or a sentence? — We did not shut our room. — Have you not made (s.m) their writing-desk? — How did they open (m) the drawer? — Have you understood (s.f) your lesson? — I have not written the exercise in the school. — How did the teacher examine his pupil? — Did they not open the door and the window?

1. To conjugate the past tense of a verb, interrogatively and negatively, the particle **أَمَا** is placed before it.

شرح = For explain
 فحص = ... examine
 درج = ... step

27th Lesson — PRESENT & FUTURE OF S. T. V.
Vocabulary — TIME (continued)

Spring	الرَّبيع	Autumn	الْخَرِيف
Summer	الصَّيف	Winter	الْشِّتَاءُ
Season	فَصْلٌ	In the evening	مَسَاءٌ
Year	سَنَةٌ — عَامٌ	In the night	لَيْلًا
Hour	سَاعَةٌ	Noon	الظُّهْرُ
Minute	دَقِيقَةٌ	To-day	الْيَوْمَ
Morning	صَبَاحٌ	Yesterday	أَمْسٌ — أَلْبَارِحَ
Evening	مَسَاءٌ	To-morrow	غَدًا — (بُكْرَةً)
Night	لَيْلٌ	The day after to-morrow	بَعْدَ غَدٍ
In the morning	صَبَاحًا	Now	الآنَ

The day before yesterday أَوَّلَ أَمْسٍ — أَوَّلَ الْبَارِحِ

To enter	دَخَلَ (o)	To look at	نَظَرَ (o) إِلَى
To go out	خَرَجَ (o)	To learn, to know	عَلِمَ (a)
To go	ذَهَبَ (a)	To know	عَرَفَ (i)
From	مِنْ	To come, to be present	حَضَرَ (o)
		To, towards, till	إِلَى

He entered (— — —) دَخَلَ He enters (— — —) يَدْخُلُ

Present and Future Tense

I enter, shall enter	أَدْخُلُ	We enter	نَدْخُلُ
Thou dost enter (m) (أَنْتَ)	تَدْخُلُ	You enter (pl.m)	تَدْخُلُونَ
Thou dost enter (f)	تَدْخُلِينَ	You enter (pl.f)	تَدْخُلْنَ
He enters	يَدْخُلُ	They enter (pl.m)	يَدْخُلُونَ
She enters	تَدْخُلُ (هِيَ)	They enter (pl.f)	يَدْخُلْنَ
You enter (d)	تَدْخُلَانِ (أَنْتَما)	They enter (d.m)	يَدْخُلَانِ

They enter (d.f)

تَدْخُلَانِ (هُمَا)

The *present tense* is formed from the past by placing before it one of the prefixes ا, ت, ي. The first radical of simple trilateral verbs must always have a (ـَ) over it; the vowel-sound over the second radical varies and must be learnt either by practice or from the dictionary (1). The vowel-sound over the 3rd radical varies according to the particles which may precede the present tense.

— Exercise 24 —

ذَهَبَ الشِّتَاءُ وَقَدِمَ الرَّبِيعُ وَيَذْهَبُ الصَّيْفُ وَيَقْدَمُ الْخَرِيفُ —
أَخْرَجَ يَوْمَ السَّبْتِ وَأَرْجِعْ فِي مَسَاءِ الْأَحَدِ — خَرَجْنَا لِيَلَا أَمْسَ
وَأَوَّلَ أَمْسَ — أَبْتُ صَوْرَتِي إِلَى مَعْلَمِي غَدًا أَوْ بَعْدَ غَدَ

1. For the verbs contained in this book, the letters (a), (i), (o) following these verbs indicate that the 2nd radical of the present or future tense is (ـَ), (ـِ) or (ـُ) respectively.

28th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE BED-ROOM

The bed	السَّرِيرَ	A portmanteau	(شَمَاعَةٌ)
A mattress	فَرْشَةٌ — (مَرْتَبَةٌ)	The dressing-table	الْمَغْسَلُ
A bolster, a pillow	مِخْدَةٌ	The water-jug	الْإِبْرِيقُ
The bed-clothes	الْمِيلَايَةُ	The basin	(الطَّيْشَتُ)
The quilt	الْعِطَاءُ — (الْأَحْرَامُ)	A brush	فَرْشَةٌ
The mosquito-curtain	النَّامُوسِيَّةُ	The comb	الْمِصْطُ
A candle-stick	شَمْعَدَانُ	The razor	الْمُوسَى — (الْمُوسَى)
Matches	كِبْرِيتُ	The scissors	الْمَقْصَصُ
A clock	سَاعَةٌ	Soap	صَابُونُ

The bed-room أَوْضَةُ النَّوْمِ

To wash	(و) غَسَلَ	To wipe, to clean	(ا) مَسَحَ
To tie, to attach	(و) رَبَطَ	To slave	(و) حَلَقَ
To breakfast	(و) فَطَرَ	To be sleepy	(ا) نَعَسَ

To count, to calculate (و) حَسَبَ

When ? متى ؟ What ? ماذا ؟

We go

نَذْهَبُ

Do we go ?

هل نَذْهَبُ ؟
أَذْهَبُ ؟

Present Tense (interrogatively)

Do I go ?

أَذْهَبُ ؟

Do we go ?

هل نَذْهَبُ ؟

Doest thou go (m) ?

أَذْهَبُ ؟

Do you go (m) ?

هل تَذْهَبُونَ ؟

Doest thou go (f) ?

أَذْهَبِينَ ؟

Do you go (f) ?

هل تَذْهَبِينَ ؟

Does he go ?

أَيَذْهَبُ ؟

Do they go (m) ?

هل يَذْهَبُونَ ؟

Does she go ?

أَذْهَبُ ؟

Do they go (f) ?

هل يَذْهَبْنَ ؟

— Exercise 25 —

أَيُحْضِرُ النَّاطِلُ أُمَّ الْمَعْلَمِ ؟ — اغْسِلِ الْمَلَايَةَ الْيَوْمَ — مَتَى يَخْرُجُونَ
مِنَ الْأَوْضَةِ ؟ — مَاذَا يَفْعَلُ الْإِنْسَانُ ؟ — هل غَسَلْتَ الطَّيْشَ وَالْإِبْرِيْنَ
بِالصَّبَاوِنِ ؟ — مَتَى تَقْطُرُ ؟ — مَاذَا تَحْسَبُونَ ؟ — مَتَى يَخْلُقُونَ ؟ —
أَيَعْرِفُ مَاذَا يَكْتُبُونَ وَيَقْرَأُونَ ؟

— Exercise 26 —

Have you a brush and a comb in the drawer ? — Do you
wipe (s.m) the razor and the scissors ? — How do you
attach (s.f) your mosquito-curtain ? — Does he know when
they breakfast (m) in the bed-room ? — What have you
learnt from your lesson ? — The pillow (is) on the bed. —
The clock (is) on the table. — When will they go out and
when will they return ? — What have you done ?

1. When a word, the last letter of which carries (ـة), is followed by another word beginning with (أ), the (ـة) is changed to (ـا), for the sake of euphony. Exceptions : مَنْ becomes مَنِ and the final م of the masculine plural pronoun takes (ـه).

29th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE FAMILY

The father	الأب — الأب	The grand father	الجد
The mother	الوالدة — الأم	The grand mother	الجدّة
The brother	الشقيق — الأخ	A man	رجل
The sister	الشقيقة — الأخت	A woman	امراة
The son	الابن	A friend	صديق
The daughter	الابنة — البنت	An enemy	عدو
The child	الولد	The family	العائلة
The uncle	العم — الخال	Peter	بطرس
The aunt	العمة — الخالة	Paul	بولس
The nephew	ابن الأخ — ابن الأخت	John	يوحنا
The niece	بنت الأخ — بنت الأخت	Mary	مريم

The cousin (m) — ابن الخالة — ابن العم — ابن الخال — ابن العمه

بنْتُ الْعَمِّ — بنْتُ الْخَالِ — بنْتُ الْعَمَّةِ — بنْتُ الْخَالَهٖ

The cousin (f) — — — — —

To thank	شَكَرَ	(a)	To strike, to beat	ضَرَبَ	(i)
To be tired	تَعَبَ	(a)	To serve	خَدَمَ	(i)

To hate, to detest (a) كَرِهَ (b) بَغَضَ

Why? $\frac{q(\mathbf{z}_i)}{q(\mathbf{z}_i^*)}$ Where?

I strike	I do not strike
Present Tense (<i>negatively</i>)	
I do not strike	لَا أَضْرِبُ
Thou dost not strike (m)	لَا تَضْرِبُ
Thou dost not strike (f)	لَا تَضْرِبِينَ
He does not strike	لَا يَضْرِبُ
She does not strike	لَا تَضْرِبُ
	لَا يَضْرِبُونَ
	لَا تَضْرِبِينَ
	لَا يَضْرِبُونَ
	لَا تَضْرِبِينَ

— Exercise 27 —

أَيْنَ وَالِدِكَ وَالدَّيْ فِي غُرْفَةِ شَقِيقَتِي وَلَا أَعْرِفُ أَيْنَ
وَالِدَتِي — لَا أَفْهَمُ لِمَاذَا يُولَسُ يَضْرِبُ ابْنَهُ وَابْنَتَهُ — بَطْرَسُ يَخْدُمُ
صَدِيقَتَهُ وَعَدُوَّهُ — أَلَا تَعْرِفِينَ أَيْنَ ذَهَبَتْ شَقِيقَتُكَ وَمَتَى تَرْجِعُ ؟
لِمَاذَا يَكْرَهُونَ خَالَتَهُمْ وَعَالِلَتَهَا ؟ — أَمَا تَعْرِفُونَ مِنْ أَيْنَ أَتَيْتُمْ ؟

— Exercise 28 —

He does not hate his enemy. — Why do you not thank your teacher ? — Mary does not strike her child. ... Do you not know why we came the day before yesterday and why we shall return to-morrow morning ? — Where will they go (f) ? — I do not know why Peter does not praise me and does not thank my brother. — Has she not been tired yesterday evening ? — Do you know my family ?

1. To conjugate a verb in the present tense, interrogatively and negatively at the same time, لَا is placed before it.
2. مَا is also used with the present tense which then has a present (but not a future) signification.

30th Lesson — FUTURE OF SIMPLE TRILITERAL VERBS

Vocabulary — A STREET

A street	شارع	A hospital (إِسْتِشْفَى) — مُسْتَشْفَى
A lane	حَاوِىَة — زُقَاق	A dispensary (أَجْرُخَانَة)
A road	سَبْكَة	The market, the bazaar (السُّوق)
The way	الطَّرِيق	A carriage (عَرَبَة — عَرَبِيَّة)
The ground	الأَرْض	A bicycle (عَبَّاهَة — دَرَّاجَة)
A church	كَنِيسَة	A gentleman (خَوَاجَة)
A mosque	جَامِع	A lady (سَيِّدَة — سَيِّت)
A square	سَاحَة — مِيْدَان	A bridge (كُوبَرِي)
A house	بَيْت — مَنْزِل	A stream, a canal (رَوَّاحَة)
A garden	بُسْتَان — (جَنِيْنَة)	The river (النَّهْر)
A store	مَخْزَن	The sea (الْبَحْر)
A shop	دُكَّان	The quay (الرَّصِيف)

To ride, to drive	رَكَبَ (a)	To steal (سَرَقَ (o)
To flee, to run away	هَرَبَ (o)	To overtake, to join (لَحَقَ (a)
To be drowned	غَرِقَ (a)	To go away from (بَعَدَ (o) عَنِ

To approach, to get near قَرَّبَ (o) مِنْ

But وَلَكِنْ Between

بَيْنَ

He flees	يَهْرُبُ	He will flee (f)	سَيَهْرُبُ سَوْفَ يَهْرُبُ
Future			
I shall flee	سَأَهْرُبُ	We shall flee	سَنَهْرُبُ
Thou wilt flee (m)	سَتَهْرُبُ	You will flee (m)	سَتَهْرُبُونَ
Thou wilt flee (f)	سَتَهْرَبِينَ	You will flee (f)	سَتَهْرَبِينَ
He will flee	سَيَهْرُبُ	They will flee (m)	سَيَهْرُبُونَ
She will flee	سَتَهْرُبُ	They will flee (f)	سَيَهْرَبْنَ

— Exercise 29 —

سَأَهْرُبُ إِلَى الْبَسْتَانِ — سَأَخْرُجُ الْآنَ مِنَ الْبَيْتِ وَلَكِنْ عَمِي
سَيَخْرُجُ فِي الْمَسَاءِ — سَيَلْحَقُ أَمْرَأَتَهُ وَأَبْنَاهُ فِي الطَّرِيقِ — أَيْنَ
مَنْزِلَكُمْ؟ — مَنْزِلُنَا فِي السَّاحَةِ بَيْنَ النَّهْرِ وَسِكَّةِ الْبَسْتَانِ — سَتَرْكَبُ
عَرَبَةً وَتَذْهَبُ إِلَى الرُّصَيْفِ — سَأَبْعَدُ عَنْهُمْ وَلَكِنْ سَأَقْرُبُ مِنْكُمْ

— Exercise 30 —

The lady will overtake her child at the house. — Our dispensary (is) between the hospital and the church. — Peter will go to (the) school, but his cousin will go to the garden. — We shall sit between our uncle and our aunt. — Is the bridge over the stream or over the river? — Do you know why John will go out to-morrow? — Yes, but we do not know why he will not come to us.

1. To denote future time *affirmatively*, سَ or سَوْفَ is placed before the present tense; سَ indicates the near future, and سَوْفَ which is rarely used, expresses a remote future.

31st Lesson — IMPERATIVE OF SIMPLE TRILITERAL VERBS

Vocabulary — DRESS

A suit of clothes	ثَوْبٌ — بَدَلَةٌ	A handkerchief	مِنْدِيل
A skirt	فُسْتَانٌ	A shoe	جَزْمَةٌ
The hat	(الْبَرْنِيْطَةُ)	A stocking	(شُرَاب)
The tarboosh	(الطَّرْبُوشُ)	A belt	حِزَامٌ
A shirt	قَمِيْصٌ	A watch	سَاعَةٌ
A waist-coat	صَدْرَةٌ — (صَدِيرِي)	A chain	سِلْسِيْلَةٌ — (أَسْتِيك)
The trousers	(الْبَنْطَلُونُ)	A parasol	شَمْسِيَّةٌ
The jacket	السَّيْرَةُ	A fan	مِرْوَحَةٌ
A pocket	جَيْبٌ	A cane	عَصَا — (عَصَايَة)
A shelf	كَمٍّ	The purse	الْكَيْسُ
A tie	رِبَاطٌ رَقِيَّةٌ	A ring	خَاتَمٌ

To dress, to wear	لَبَسَ (a)	To possess	مَلَكَ (i)
To draw, to sketch	رَسَمَ (o)	To lie down	رَقَدَ (o)
To succeed	نَجَحَ (a)	To refuse	رَفَضَ (i)

To mix, to mingle (o) خَلَطَ (i) — مَزَجَ (o)

Almost, nearly تَقْرِيْبًا Without بِدُوْنِ — بِلاَ

Refuse (s.m) (لَا) رَفُضَ

Thank (s.m) (أَشْكُرُ) شَكَرَ

Imperative

Refuse (s.m)	رَفُضْ	Refuse (pl.m)	رَفُضُوا
Refuse (s.f)	رَفُضِي	Refuse (pl.f)	رَفُضْنَ

Refuse (d m & f) لَا رَفُضًا

Thank (s.m)	أَشْكُرْ	Thank (pl.m)	أَشْكُرُوا
Thank (s.f)	أَشْكُرِي	Thank (pl.f)	أَشْكُرْنَ

Thank (d m & f) أَشْكُرًا

The *imperative* is formed from the present indicative by replacing the prefixed-letter of the latter by لَ and suppressing final ن, except in the case of 2nd person feminine plural.

However, if the 2nd radical of the present tense carries (ع), the ل in the imperative is written كَ.

Let us refuse لَنَرُفُضْ

Let us thank لَنَشْكُرْ

The 1st person plural of the imperative is represented by the 1st person plural of the present indicative preceded by the imperative particle لَ.

32nd Lesson — IMPERATIVE of SIMPLE TRILITERAL VERBS

Vocabulary — THE HUMAN BODY

The parts of the body of the man

أجزاء جسم الإنسان

The head الرأس

الأعضاء

The face الوجه

الذراع

The neck العنق — الرقبة

المرفق — (الكوع)

The hair الشعر

الساعد

The trunk الجذع

اليَد — (الإيد)

The shoulder الكتف

الأصبع — (الصباع)

The chest, the breast الصدر

الفخذ

The belly البطن

الرُّكبة

The stomach المعدة

الساق

The back الظهر

الرجل

To wound جرح (a) To raise, to lift رفع (a)

To turn (the head) لفت (i) To dive, to plunge غطس (i)

To forbid, to prevent منع (a) To be useful نفع (a)

To name, to cite, to mention ذكر

At first, first of all أولا Afterwards, then ثم

Raise ! (s.m)	ارْفَعْ	Do not raise	لا تَرْفَعْ
Mention ! (s.m)	اذْكُرْ	Do not mention	لا تَذْكُرْ

Imperative (*negatively*)

Do not raise (s.m)	لا تَرْفَعْ	Do not raise (pl.m)	لا تَرْفَعُوا
Do not raise (s.f)	لا تَرْفَعِي	Do not raise (pl.f)	لا تَرْفَعْنَ

Do not raise (d m & f) لَا تَرْفَعَا

To conjugate the imperative *negatively*, the present tense is used preceded by the *prohibitive* particle *Y* ; the final *n* is suppressed, except in the case of the 2nd person feminine plural. (1)

— Exercise 31 —

Plunge your head into the water. — Has the pupil succeeded ? — What are you mixing ? — Name me first the parts of the trunk, then the limbs. — Do not lift your hand. — Why does he turn his head ? — Dress yourself first, then go out with my father. — Draw the portrait of our friend Paul. — Sit on the sofa. — How did he wound her ?

1. The *prohibitive* particle *Y* must not be confused with the *negative* particle *Y* which we have already studied. Although spelt in the same way, they differ in force and use, as will be seen later. To distinguish them, it is sufficient for the time being to rely on a common-sense idea of the writer's meaning.

33rd Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary · THE HUMAN BODY (continued)

The head	الرَّأْسُ	The chin	الذَّقْنُ
The forehead	الْجَبِيَّةُ — الْجَيْنِ	The moustache (الشَّيْبُ)	الشَّارِبُ
The eye-brow	الْحَاجِبُ	The beard	اللَّحْيَةُ
The eye	الْعَيْنُ	The hand (الْيَدُ)	الْيَدُ
The eyelid	الْجَفْنُ	The wrist — الرَّجْدُ	الْمَعْصَمُ
The cheek	الْخَدُ	The fingers	الْأَصَابِعُ
The ear	الْأُذُنُ — (الْوَدُنُ)	The thumb	الْإِصْبَعُ
The nose	الْأَنْفُ	The index	السَّبَّابَةُ
The mouth	الْفَمُ — (الْحَنَاقُ)	The joint	الْعُقْدَةُ
The lip	الشَّفَةُ	The nail	الظُّفْرُ
The tongue	اللِّسَانُ	The foot	الرِّجْلُ
The tooth	السِّنُّ	The ankle	الْكَعْبُ
To translate	تَرَجَّمَ	To prove, to demonstrate	بَرَهَنَ
To roll	دَحْرَجَ	To decorate	زَخَرَفَ
To gain, to bribe	بَرَطَلَ	To shake	زَعَزَعَ
		To trouble, to throw into confusion	بَلَّلَ
Especially	خُصُوصًا — لَا مِثْلًا	According to	بِحَسَبِ

To translate, he translated (— — —) ترجم
 He translates (— — —) يترجم

Past Tense

I translated	ترجمت	We translated	ترجمنا
Thou didst translate (m)	ترجمت	You translated (pl.m)	ترجمتم
Thou didst translate (f)	ترجمت	You translated (pl.f)	ترجمتن
He translated	ترجم	They translated (pl.m)	ترجموا
She translated	ترجمت	They translated (pl.f)	ترجمن
You translated (d)	ترجمتا	They translated (d.m)	ترجما

They translated (d.f) ترجمتا

Present & Future Tense

I translate	أترجم	We translate	نترجم
Thou dost translate (m)	ترجم	You translate (pl.m)	ترجمون
Thou dost translate (f)	ترجمين	You translate (pl.f)	ترجمن
He translates	يترجم	They translate (pl.m)	يترجمون
She translates	ترجم	They translate (pl.f)	يترجمن
You translate (d)	ترجمان	They translate (d.m)	يترجمان

They translate (d.f) يترجمان

34th Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — ANIMALS

The lion	الأسد — السبع	The elephant	الفيل
The mane	الأعراف	The trunk	أنفراطوم
The mouth	الفم — الحلق	A tusk	ناب
The tail	الذيل	The camel	الجمال
A paw	رجل	The dromedary	الهجين
A claw	مخالب — ظفر	The gazelle	الغزال
The ass	الجار	The dog	الكلب
The hoof	الحافر	The cat	القط — البر
The saddle	السرّج	The rat	الفار
The stirrups	الرّكاب	The cock	الدّيك
The bridle	الجام	An animal	حيوان

To slay	ذبح (a)	To swim	سبح (a)
To kill	قتل (o)	To suck	رضع (a)
To fatten	سمّن (a)	To bark	نبح (a)

To precede, to go before (i) سبق

Here

هنا

There

هناك

ترجم (— — — — —) Translate (s.m)

Imperative

Translate (s.m) ترجم Translate (pl.m) ترجموا

Translate (s.f) ترجمي Translate (pl.f) ترجمن

ترجوا (1) Translate (d m & f)

Let us translate (2) لترجم

— Exercise 32 —

اتذهبون اليك هناك؟ — جرح اصبعه بالسكين وخده
 وذهبه بالموسى — ترجموا الدرس أولاً اذهبوا إلى البستان
 — خرج الحمار بلا سرج — اكلب صديق الإنسان — زخرفوا
 البيت وخصوصاً اوضة السفرة — كيف سرقوا الصكيس من
 جيباً وخصوصاً الخاتم من يدها؟

1. As we have seen, in the case of simple *trilateral* verbs, practice and the dictionary can alone indicate the vowel-sound of the 2nd radical. Moreover, the prefixed-letter has always a (ـ) over it.

In the case of simple *quadrilateral* verbs, the 2nd radical always bears a (ـ) and the prefixed-letter a (ـ); the 3rd radical is always accompanied by a (ـ) in the past and by a (ـ) in the present and imperative.

2. Simple *quadrilateral* verbs are conjugated in all their tenses like ترجم.

The interrogative, negative and prohibitive particles are used with *quadrilateral* verbs, in exactly the same way as with *trilateral* verbs.

35th Lesson - PRESENT PRECEDED BY CERTAIN PARTICLES

Vocabulary — ANIMALS (continued)

The horse	الْجُودَا — الْجِصَّانُ	The fish	السَّمَكَةُ
The mare	الْفَرَسُ	The monkey	الْقِرْدُ
The mule	الْبَغْلُ	The fox	الثَّعْلَبُ
The ox	الثَّوْرُ	The crow	الْعُرَابُ
The cow	الْبَقَرَةُ	The sparrow	العَصْفُورُ
The sheep	الْخُرُوفُ	The pigeon	الْحَمَامَةُ
The ewe	النَّعْجَةُ	The locusts	الْجَرَادُ
The goat	الْعَاذَرَةُ — الْمَعَزَةُ	The ant	النَّمْلَةُ
The hen	الدَّجَاجَةُ	The cotton-worm	دُودَةُ الْقُطْنِ
The chickens	الْفَرَاحُ	The snake	الْحَيَّةُ — الثَّعْبَانُ
The goose	الْوَزَّةُ	The scorpion	الْعُقْرَبُ

To hear	سَمِعَ (a)	To fall	سَقَطَ (o)
To carry	حَمَلَ (i)	To touch	لَمَسَ (i)
To carry off	خَطَفَ (a)	To look for, to seek	بَحَثَ (a)
	To cook	طَبَخَ (o)	
Before	قَبْلَ	After	بَعْدَ

That	Not	(1) لم
<i>In order to, in order that</i>		لَا — لِأَنْ — لِأَجْلِ أَنْ
<i>So that</i>		لِكَيْ
<i>Until</i>		حَتَّى — إِلَى أَنْ

Certain particles, of which the most common are *لَا* and *لَمْ*, have the same influence as the prohibitive particle *يَا*, in that they cause the disappearance of the final *ن* from those persons of the present tense where it occurs, except in the case of the feminine plural which remains unchanged.

In the case of the other persons, the present tense, preceded by the particles *لَا* or *لَمْ*, changes the vowel-accent of the final radical to (ـَ).

When preceded by *لَمْ* or by either of the particles *لَا* (prohibitive) or *يَا* (imperative), the present tense takes (ـُ) over the final radical. (2)

— Exercise 33 —

لَمْ يُحْضِرْ لَأَذْهَبَ مَعَهُ — خَرَجُوا بَعْدَكَ لِشُكْرِهِمْ — إِخْفُوا عَنْهُمْ حَتَّى تَتَّبِعُوا — لِمَاذَا لَمْ تَقْتُلِ الْقَرِيبَ — عِنْدِي فَرَسٌ وَغَزَالٌ هُنَا وَجَمَلٌ وَحِمَارٌ هُنَاكَ — إِذْهَبُوا بَعْدَ أَنْ أَخْرَجَ وَأَرْجِعُوا قَبْلَ أَنْ أَحْضَرَ — أَلَسَ الْأَحْمَرُ — يَكْتُبُ حَتَّى يَنْعَسَ

1. This negative particle is only used with the present tense, to which it gives the meaning of the past ; e. g. *لَمْ يَذْهَبُوا* (they have not gone).

2. The English infinitive and participle, preceded by the above particles, are rendered by the present tense.

36th Lesson — AGREEMENT OF THE VERB
Vocabulary — PLANTS & SEEDS

A palm-tree	نَخْلَةٌ	The banana-tree	شَجَرَةُ الْمَوْزِ
A fig-tree	(1) شَجَرَةُ تِينٍ	The sycamore	شَجَرَةُ الْجَمِيزِ
An orange-tree	شَجَرَةُ بَرْتَمَانٍ	The cotton-plant	شَجَرَةُ الْقُطْنِ
A lemon-tree	شَجَرَةُ لَيْمُونٍ	The vine	شَجَرَةُ الْعِنَبِ — الْكَرْمُ
(The) cotton	الْقُطْنُ	(The) barley	الشَّعِيرُ
(The) sugar-cane	الْقَصَبُ	(The) maize	الذَّرَّةُ
(The) rice	الرِّزُّ	(The) beans	الْفُولُ
(The) corn	الْقَمْحُ	(The) peas	الْحِمَصُ — (الْحَمَصُ)
The vegetables (الْخَضَارُ)	الْبَقُولُ	A plant	نَبَاتٌ

The seeds — البُرُورُ — الْحَبُوبُ

To cultivate, to sow	(a) زَرَعَ	To grind	(a) طَحَنَ
To plough	(o) حَرَثَ	To break	(i) كَسَرَ
To reap	(o) حَصَدَ	To appear ; to go up	(o) طَلَعَ
To leave, to abandon	(o) تَرَكَ	To press, to squeeze	(i) عَصَرَ
To be fertile (of ground)		(i) خَصَبَ	
On, upon, over, up, above	فَوْقَ	Under, beneath, below	تَحْتَ

1. Tree of figs.

AGREEMENT OF THE VERB

My aunt came

حَضَرَتْ عَمَّتِي

The pupils have gone out

التِّلَامِيذَةُ خَرَجُوا

The verb agrees with its subject and is usually placed before it.

The children cut the branch

يَقْطَعُ الْوِلَادُ الْغُصْنَ

Mary and her brother have dressed themselves

لَبَسَتْ مَرْيَمُ وَشَقِيقَهَا

The verb, when placed before a single or several subjects, is put in the singular and agrees in gender only with that subject which immediately follows it.

The man and his wife heard

الرَّجُلُ وَأَمْرَأَتُهُ سَمِعَا

The ewe and the cow ran away

النَّعْجَةُ وَالْبَقَرَةُ هَرَبَتَا

The friends leave the house

الْأَصْدِقَاءُ يَذْكُرُونَ الْبَيْتَ

The girls sweep the room

الْبَنَاتُ يَكْنِصْنَ الْأَوْضَةَ

Paul, his sister and his daughter have come

يُوسُفُ وَشَقِيقَتُهُ وَابْنَتُهُ قَدِمُوا

When placed after one or more subjects which stand for two persons or two things, the verb is put in the dual ; if the subjects stand for more than two persons, the verb is put in the plural.

If the subjects are of different genders, the verb is put in the masculine.

The dogs bark

تَنْبُحُ الْكِلَابُ or تَنْبُحُ الْكِلَابُ

The verb, placed before or after a plural subject denoting creatures without reason, is placed in the feminine singular.

37th Lesson — PARTICIPLES OF SIMPLE VERBS
Vocabulary — A TREE, FLOWERS, FRUITS

A tree	شَجَرَةٌ	A peach	خَوْشَجَةٌ
The root	الجَذْرُ	A pear	كَمْدَرَةٌ — (كَمْدَرِيَّة)
A branch	فَرْعٌ — غُصْنٌ	A fig	تِينَةٌ
A leaf	وَرَقَةٌ	A cherry	كَرْزَةٌ
(The) flowers	الْأَزْهَارُ	A grape	عِنَبَةٌ
A rose	وَرْدَةٌ	A banana	مَوْزَةٌ
A violet	بَنْسَجَةٌ	A date	بَاحَةٌ
A pink	قَرْنَفَلَةٌ	A pomegranate	رَمَّانَةٌ
Jasmine	يَاسْمِينٌ	A lemon	لَيْمُونَةٌ
(The) fruits	الْأَسْكَارُ	An almond	لَوْزَةٌ
An apple	تَفَّاحَةٌ	A walnut	جَوْزَةٌ
An orange	بُرْتُفَالَةٌ	A hazel-nut	بُنْدَقَةٌ
To pluck	قَطَفَ (o)	To allow	سَمَحَ (a)
To plant	غَرَسَ (i)	To collect, to gather	جَمَعَ (a)
To shoot, to spring up	بَتَّ (o)	To tear out, to uproot	قَلَعَ (a)
To appear	ظَهَرَ (a)		
As, like	كَمَا — مِثْلُ	Neither nor	لَا . . . وَلَا

He has struck

(— — —)

ضَرَبَ

Striking (who strikes)

(— — —)

ضَارِبٌ

Struck

(— — —)

مَضْرُوبٌ

The present active participle of simple trilateral verbs is formed by placing **ا** after the first radical and by putting **ـ** under the second. Paradigm (1).

The past passive participle is formed by placing **م** before the 1st radical, **و** after the second and by substituting **ـ** for the vowel-sign of the first radical. Paradigm مَفْعُولٌ

He translates

(— — —)

يَتَرْجِمُ

Translating (who translates)

(— — —)

مَتَرْجِمٌ

Translated

(— — —)

مَتَرْجَمٌ

The participles of simple quadrilateral verbs are obtained by substituting **م** for the prefixed-letter of the present tense. In the passive participle, the vowel-sign of the 3rd radical is changed to (ـ).

— Exercise 34 —

إِزْرَعَ شَجَرَةَ الْمَوْزِ هُنَا كَمَا زَرَعْتَ شَجَرَةَ الْبُرْتِقَانِ هُنَاكَ — لَهُ
يُحْصِرُ الْكَاتِبُ (١) قَبْلَ الظُّرِّ — أَقْطِفِي لِي وَرْدَةً مِنْ بَسْتَانِكُمْ —
أَيْنَتِ الْقَطْنُ بَعْدَ شَهْرٍ؟ — أَيْنَ الْقَاتِلُ وَأَيْنَ الْمُتَمَوِّلُ؟

1. The verb **فَعَلَ** is always considered as a model.

2. The active and passive participles are sometimes used as nouns.

38th Lesson — THE NOUN
Vocabulary — THE HOUSE, etc.

A house	يَت — دَار — مَنَزَل — مَسْكَن
A palace, a mansion	سَرَاي — (سَرَايَة) — قَصْر
A hotel	فَنْدُق — (أوتِل)
The study	غُرْفَةُ الشُّغْلِ — الْمَكْتَب
The drawing-room	قَاعَةُ الْأَسْتِيقَال — (الْصَّالَة)
The ground-floor	الدُّوْرُ الْأَرْضِيّ
The first-floor	الدُّوْرُ الْأَوَّل
The attic	الدُّوْرُ الْأَعْلَى
The entrance	الْمَدْخَل
The court-yard	الْحَوْش
The kitchen	الْمَطْبَخ
A place	مَحَلّ — مَكَان — مَوْضِع
The roof	السَّطْح
The staircase	السُّلَّم
The balustrade	الدَّرَازِين (
A balcony	بَلْكُون (
A lock	قَفْل — (فَيْل)
A key	مِفْتَاح

To pull down, to demolish (أ)	هَدَمَ (a)	To ascend	صَعَدَ (a)
To attack	هَجَمَ عَلَى (o)	To go down, to come down (أ)	نَزَلَ (أ)
To convey, to transfer (o)	نَقَلَ (o)	To live, to lodge at	سَكَنَ (o)
To keep, to take care of	حَرَسَ (o)		
Before, in front of	أَمَام — قُدَّام	حَرَسَ (o) to take care of	
		Behind	خَلْف — وَرَاء

GENDERS OF NOUNS

A young man

شَابٌ

A young lady

شَابَةٌ

There are two genders in Arabic : the *masculine* and the *feminine*.

A school-master (—————) مُعَلِّمٌ

A school-mistress (أَهْ —————) مُعَلِّمَةٌ

The *feminine* of nouns is generally formed by adding a *ة* to the masculine. (1)

The absence of the *ة* as a rule indicates the masculine gender,

— Exercise 35 —

My school-mistress lives in front of the church and behind the mosque. — Go up (s) to the attic and come down before I go out.— I have conveyed my bed from the ground-floor to the first-floor.—Look at (s.f) my father's mansion. — The room of the headmistress is between the drawing-room and the entrance, but her sister's room is in front of the staircase and behind the kitchen. — She has locked (2) her drawer. — I have a dog (f) and a cat (f). — Allow me to sit down in front of you. — Why are they pulling down the palace ? — They live (f) in a house without a balcony. — Go (s) first of all to the study and return, then go up to the drawing-room and come down by (3) the staircase of the courtyard.

1. Also when the *ي* and the *ل* followed by *ة* and a word, they generally indicate that this word is feminine ; e.g. *ذِكْرِي* *remembrance*, *صَحْرَاءَ* *desert*.

2. To lock قَفَلَ بِالْمِفْتَاحِ
3. مِنْ

39th Lesson — THE NOUN

Vocabulary — PROFESSIONS AND TRADES

The judge	القاضي	A door-keeper	بوَّاب
The advocate	المحامى	A baker	خبَّاز — قَرَّان
The doctor	الطبيب (الحكيم)	A barber, a hair-dresser	حلاق
A druggist	صيدلي أجْزاجي ⁽¹⁾	A fruiterer	فاكِياتي ⁽¹⁾
The engineer	المهندس	A shoemaker	جَزْمَجِي
The cultivator	المزارع	A butcher	جَزَّار
The merchant	التاجر	A tailor	خياط
The shop-keeper	البائع — البائع	A cook	طباخ
The jeweller	الجواهرجي	A printer	مطبَّعجي
The jeweller (manufacturing)	الصانع	A mason	بناء
The keeper of a café	القَوَّجِي	A porter	حَمَّال — (شِيَال)

To bleed	فَصَدَّ (i)	To condemn	حَكَمَ عَلَى (n)
To print	طَبَعَ (a)	To be just, to act justly	عَدَلَ (i)
		To witness, to give evidence	شَهِدَ (a)
Around	حَوْلَ	Always	دَائِمًا

1. A certain number of nouns denoting a profession or trade are formed by means of the Turkish suffix *جي* or they end in *في*.

NUMBERS OF NOUNS

A man

(— — —) رَجُلٌ

Two men

{ رَجُلَانِ (— — — اِنِ)
رَجُلَيْنِ (— — — يِنِ)

Men

رِجَالٌ

There are three numbers in Arabic : *singular*, *dual* and *plural*.

Dual of Nouns

The two engineers have come

حَضَرَ الْمُهَنْدِسَانِ

The key of the two doors

مِفْتَاحُ الْبَابَيْنِ

I struck the two children

ضَرَبْتُ الْوَلَدَيْنِ

They condemned (m) the two doctors

حَكَمُوا عَلَى الطَّبِيبَيْنِ

The *dual* is formed from the singular by the addition of the suffixes *اِنِ* or *يِنِ* . . . The former is employed for the *nominative* case (subject), and the latter for the *genitive* (complement of a noun or verb) and the *accusative* (complement of a preposition).

Her two eyes

{ عَيْنَاهَا
عَيْنَيْهَا } and not

The child's two ears

{ أُذُنَا الْوَلَدِ
أُذُنَيَّ الْوَلَدِ } and not

If a noun in the dual number is followed by a conjunctive pronoun or by a complement, the final *ن* is suppressed.

40th Lesson — THE NOUN

Vocabulary — TRADES (continued)

The carpenter	النَّجَّار	The blacksmith	الْحَدَّاد
The work-shop	الْوَرَشَة	The forge	مَعْمَلُ الْحَدَادَة
A plank of wood	لَوْحَ خَشَبٍ	The fire	النَّار
The grocer	البَّخَّال	The bellows	الْمِيفَاح
Liquors	مَشْرُوبَات	Iron	حَدِيد
Cheese	(جِيْنَة)	The watch-maker	السَّاعَاتِي
Oil	زَيْت	A workman	صَانِع — عَامِل
Vinegar	خَلّ	A watch	سَاعَة
Salt	مَلَح	The confectioner	الْحَلَوَانِي
Onions	بَصَل	Sugar	سُكَّر
Coal	فَحْم	Sweetmeats	(مِلِّيس)
A pair of scales	مِيزَان	Syrup	شَرَاب — (شَرِبَات)
A profession	حِرْفَة	A trade	صِنَاعَة
To melt	سَبَكَ (o)	To light	شَعَلَ (a)
To blow	نَفَخَ (o)	To be deceived	غُلِطَ (a)
Since	مَنْذُ	To pierce (o) — خَرَقَ (o)	ثَقَّبَ
		During, for	مُدَّة

Plural of nouns

A carpenter	(- - - -)	نَجَّارٌ	pl.	{ (- - - -) وَنَّ } (- - - -) بِنَ	نَجَّارُونَ
A person	(- - -)	شَخْصٌ	pl.	(- - -) أَشْخَاصٌ	

There are two kinds of plurals : the *regular* plural, which produces no change in the singular form but is denoted by a suffix, and the *irregular* or broken plural, which modifies the singular form.

— Exercise 36 —

طَبِطُ الْكِتَابِ مِنْدُ شَهْرٍ — مَتَى تَرَكَ الصَّيْدَ الْإِجْرَاءَ؟ —
تَرَكَ مِنْدُ أُسْبُوعٍ تَقْرِيبًا — أَيْنَ ذَهَبَ الْمُجْرُوحَانِ وَأَيْنَ الشَّاهِدَانِ؟ —
عِنْدِي زُجَاجَتَا خَلِّ وَرَيْتَ — هَلْ بَحِثَ عَنِ الطَّيِّبِ فِي الْمَسْتَشْفَى
وَعَنِ الْمُحَاجِي فِي الْيَتِّ؟ — خَرَجَ النُّجَّارُ مِنَ الْوَرْدَةِ مِنْدُ سَاعَةٍ
وَالْحَدَّادُ مِنَ الْمَعْمَلِ مِنْدُ سَاعَتَيْنِ وَلَمْ يَرَجِعَا

— Exercise 37 —

My son (is) a druggist and my nephew (is) a doctor. —
He has been looking for his two children for an hour. —
What are you doing around me ? — Where are the two engineers and the two merchants ? — They left the house for two months. — We have two eyes, two ears, two hands and two feet. — You are always deceived. — Have you (s) examined the two pupils ? — The grocer has liquors, cheese, salt and coal. — The fruiterer has oranges, apples, cherries, etc. (أَخْ).

1. et cetera إلى الخيرة

41st Lesson — THE NOUN

Vocabulary — TOOLS

A saw	مِنْشَار	A needle	إِبْرَة
A plane	(قَارَة)	A pin	دَبُوس
A hammer	مِطْرَقَة — (شَاكُوش)	A shovel	مِجْرَقَة
A screw	بِرْيَاق — (فَلَاوُوز)	A spade	مِغْرَق
A screw-driver	مِفْطَاح	A watering-can	مِرْشَة
A cork-screw	(بِرْيَمَة)	A harrow	نُورَج
Pincers	كِمَامَة	An axe	فَأْس
A nail	مِسمَار	A plough	مِجْرَاث
A file	مِبرَد	A tool	أَدَاة — آلَة

To lose	فَقَدَ (i) — خَسِرَ (a)	To chase, to drive away	طَرَدَ (o)
To dig	حَفَرَ (i)	To be able	قَدَرَ (i)
To desire	رَغِبَ (a)	To gain	كَسَبَ (i)
To excuse	عَذَرَ (i)	To happen	حَدَثَ - (o) حَصَلَ (o)

To saw ; to publish (news) نَشَرَ (o)

Because, for لِأَنَّ | If not, otherwise وَإِلَّا

Regular masculine plural

A blacksmith: (-----) حَدَّادٌ (-----) حَدَّادُونَ
 (-----) حَدَّادٌ (-----) حَدَّادِينَ⁽¹⁾

An Egyptian مِصْرِيٌّ pl. مِصْرِيُونَ or مِصْرِيَّينَ

Translating (translator) مُتَرْجِمٌ " مُتَرْجِمُونَ " مُتَرْجِمِينَ

Wounded مُجْرُوْحٌ " مُجْرُوْحُونَ " مُجْرُوْحِينَ

The *regular masculine plural* (which only applies to nouns denoting living beings), is formed by adding to the singular the final syllables وَنٌ for the nominative and يْنٌ for the genitive and accusative.

This plural is particularly used :

- 1o — With nouns denoting a trade, of the form فَعَالٌ ؛
- 2o — With nouns denoting nationality : these are words of four letters at the least, of which the last is يَ (2) ؛
- 3o — With active and passive participles. (3)

-
1. This is the only form used in colloquial Arabic.
 2. They are usually employed as adjectives.
 3. The regular masculine plural is used exceptionally in the tens of numbers, e.g. عَشْرُونَ or عَشْرِينَ , etc., and with certain other words viz. اِبْنٌ (son), pl. اِبْنُونَ or اِبْنَيْنِ (year), pl. سِنُونَ or سِنَيْنِ (earth), pl. اَرْضُونَ or اَرْضَيْنِ.

42nd Lesson — THE NOUN
Voc. LIGHTING, WARMING, NATURAL PHENOMENA

(The) lighting	الإضاءة - الإضاءة	(The) light	النور
The flame	الليب	(The) day-light	الضوء
(The) electricity	الكهرباء	(The) darkness	الظلمة - الظلام
(The) gas	الغاز	The shade, shadow	الظل - العيال
(The) heating	الإيصاد	(The) freshness	الطراوة
The stove	التكاون	(The) moisture	الرطوبة
The oven	الفرن	The wind	الريج
(The) phenomena	الحوادث	The air	الهواء
The atmosphere	الجو	The dust	الغبار - الغبار
The temperature	الطقس	The rain	المطر
The climate	المناخ	(The) ice, the snow	الثلج
The cold	البرد	(The) lightning	البرق
(The) heat	الحَر - الحرارة	(The) thunder	الرعد

To shine	(a) لَعَ	To succeed (o) عَبَّ	(o) خَفَّ
To be drunk	(a) سَكَرَ	To suppose	(i) فَرَضَ

To enjoy, to be delighted with	(a) فَرِحَ
Where (relative)	حيثُ
	أبداً

Regular feminine plural

A habit	(— — — —) عَادَةٌ p.l. (ات — — —)	عَادَات
A French woman	» فَرَنْسَاوِيَّةٌ	فَرَنْسَاوِيَّات
A bath	» حَمَّامٌ	حَمَّامَات

The *regular feminine plural* is formed by adding to the singular the final syllable *ات* ; if the singular form ends in *ة* , that termination is suppressed.

This plural form belongs especially to :

- 1^o — A large number of nouns ending in *ة* in the singular;
- 2^o — Certain masculine nouns which must be learnt by use or from the dictionary.

— Exercise 38 —

حَضَرَ النِّجَارُونَ وَالْحَدَّادُونَ وَلَكِنْ لَمْ يَحْضُرِ الْمُهَنْدِسُونَ — شَرَبُوا
حَتَّى سَكَرُوا — اِعْذِرْنِي لِأَنِّي لَمْ أَكْتُبْ لَكَ مِنْذُ شَهْرَيْنِ — أَيْنَ
الْفَرَنْسَاوِيِّونَ وَالْفَرَنْسَاوِيَّاتِ؟ — أَذْهَبُ حَيْثُ تَذْهَبُ وَأَسْكُنُ
حَيْثُ تَسْكُنُ — لَا نَبْحَثُ عَنْهُمْ أَبَدًا — يَخْافُ اللَّيْلُ النَّهَارَ كَمَا
يَعْتَبُ النُّضْوُ الظَّلَامَ — أَلَمْ تَلْخَقُوا الْقَاتِلِينَ وَأَيْنَ الْمُتَوَلَّاتِ؟ —
جَلَسْتُ تَحْتَ ظِلِّ شَجَرَةٍ سَاعَتَيْنِ تَقْرِيًّا — مَاذَا حَدَّثَ أَمْسٌ عِنْدَكُمْ؟
— أَنَا لَمْ أَسْكُرْ أَبَدًا وَلَكِنْ بُولُسُ يَسْكُرُ دَائِمًا — مَاذَا نَشَرُوا
فِي الْمَجَلَّاتِ؟ — تَذْهَبُ التِّلْمِيذَاتُ عِنْدَ الْمُعَلِّمَاتِ

43rd Lesson — THE NOUN

Irregular plural

The various forms of *irregular plural* are numerous and we can only give the most common forms. Moreover, it must be remembered that a given singular form may have several plural forms.

1. - - Plural of nouns consisting of 3 letters

If we represent the singular by the trilateral paradigm *فَلَّ* (which is usually adopted), the irregular plural will have :

	a) — the form	فَعُولٌ	
Lesson	دَرَسَ	دُرُوسٌ	plur.
Science	عَلِمَ	عُلُومٌ	»
King	مَلَكَ	مُلُوكٌ	»
	b) — the form	فِعَالٌ	
Man	رَجُلٌ	رِجَالٌ	plur.
Dog	كَلْبٌ	كِلَابٌ	»
Camel	جَمَلٌ	جِمَالٌ	»
	c) — the form	أَفْعَالٌ	
Child	وَلَدٌ	أَوْلَادٌ	plur.
Body	جِسْمٌ	أَجْسَامٌ	»
News, report	خَبَرٌ	أَخْبَارٌ	»

— Exercise 39 —

هَلْ عِنْدَكُمْ أَخْبَارٌ مِنْ عَمَّتَا؟ — تَرَكْتُ الْأَوَّلَ دَمَعَ
الْيَوَابَ — طَبَعْنَا كِتَابَ الْعُلُومِ مِنْدُ شُهُورٍ — قَلَمُوا الشَّجَرَةَ مِنْ
جُدُورِهَا — مَتَى تَنْشُرُونَ الْأَخْبَارَ فِي الْجَزِيرَةِ؟ — عَلَى السَّفَرَةِ
أَطَابِقُ وَصُحُوفٌ وَأَقْدَاحٌ — إِفْهَمُوا دُرُوسَكُمْ قَبْلَ أَنْ تَخْطُوهَا —
عِنْدِي خِزَانَةٌ بِسَبْعَةِ أَدْرَاجٍ — إِفْطَحْ عُصْوَنَ الشَّجَرَةِ وَلَكِنَّ لَا
تَلْمِسْ أَوْرَاقَهَا — فِي السَّنَةِ أَرْبَعَةَ فُصُولٍ — لَا أَذْهَبُ حَتَّى
يُخَضِّرَ السَّيْدَاتُ — أَقْتُلُوا الْحَيَّاتَ قَبْلَ أَنْ تَهْرَبَ — أَنْظِرِي إِلَى
قُصُورِ الْمُلُوكِ

— Exercise 40 —

I learn my lessons in the evening. — Why are you chasing my dogs? — Look for (s) the children in the court-yard. — Have you (s) any news of my brother? — The kings and queens have entered the palace. — I have a jacket with () four pockets (t) and a waistcoat with two (pockets). — Yesterday, she washed the mosquito-curtains and the bedclothes. — We have watches, purses (2), combs (3), etc. — The children of our porter are joiners and those (the children) of our cook are hair-dressers. — Light (s) the fire and melt the iron. — When will you pluck the fruits of your garden? — We learn the sciences at school (4). — We publish the news of the day in the university magazine.

-
1. جُيُوبَ — 2. أَصْكَاسَ — 3. أَفْشَاطَ — 4. فِي الْمَدْرَسَةِ

44th Lesson — THE NOUN

d) — the form أَفْعَالٌ or فُعْلَانٌ, if the second letter is ا.

In the first form, the ا is changed to و in the plural, and in the second form to ي.

State, condition	حَال	أَحْوَال	plur.
Wealth, property	مَال	أَمْوَال	»
Crown	تَاج	تِيَجَان	»
Neighbour	جَار	جِيرَان	»

2. — *Plural of nouns consisting of 4 letters*

a) — Nouns consisting of 4 letters in the singular, the last of which is ة, usually form their plural by dropping this ة.

If the two middle letters are joined by (ـَـ), they are separated in the plural. (1)

Copy (of a book)	نَسْخَةٌ	نَسَخ	plur.
Road	سَبْكَةٌ	سَبَكَ	»

b) — Nouns of 4 letters in the singular, the last of which is not ة, usually form their plural by adding ا after the second letter.

If the second letter is ا, it is changed to و.

Copy-book	دَفْتَر	دَفَاتِر	plur.
Mosque	جَامِع	جَوَامِع	»

1. The second letter of nouns in this class generally carries (ـَـ) or has no accent; in the plural, this letter bears (ـِـ).

— Exercise 41 —

خَسِرَ جِيرَانَنَا أَمْوَالَهُمْ — كَيْفَ أَحْوَالُ الْجَوْهَرِ؟ — أَيْنَ الْعَوَائِمِ
وَالْتَبَّانِ؟ — مَتَى يُخْرَجُونَ مِنَ الْجَوَاعِمِ؟ — انْظُرْ إِلَى الشَّوَارِعِ
وَالْمَنَازِلِ وَالْمَحَازِنِ — هَلْ يَجْتَمِعُ فِي الْمُسْتَشْفَيَاتِ عَنْ مَحَلَّاتِ
السِّيَدَاتِ؟ — عِنْدَنَا أَقْلَامٌ وَرِيشٌ وَعِنْدَهُمْ فُوطٌ وَسُوكٌ — لِمَاذَا
فَتَحْتَمِ الْأَبْوَابَ؟ — أَبْعَدَ عَنِ الْأَسْوَدِ وَالْقُرُودِ وَالْحَيَّاتِ — مِنْ
أَيْنَ ظَهَرَتِ الْفِرَانُ وَالْعُقَارِبُ؟ — هَلْ عِنْدَكُمْ أَخْشَابٌ فِي
وَرَشَكُمْ؟ — هَلْ كُنْتِ الْأَوْضُ وَمَسَحَتِ الْمَكَايِبَ وَالْصُورَ؟

— Exercise 42 —

I have portraits of kings, queens and princes (1), —
We wish to go with you (s), first of all to the bazaar,
and then to the stores. — Why have they left our neigh-
bours' houses? — The water of the streams goes into the
rivers (2) and that (the water) of the rivers into the sea. —
Look at (s) the mosques, the hotels, the mansions and the
palaces (3). — Baths for men (4) and baths for ladies. — Do
not get near lions, snakes and scorpions. — Why have you
not sent to my brother the copy-books of my friend John? —
I have needles, files and razors (5). — How have you lost
your property.

-
1. Prince أمير (plur. أمراء) — 2. أشهر — 3. سرايات —
4. للرجال — 5. أمواس

45th Lesson — THE NOUN

3. — *Plural of nouns consisting of 5 letters*

a) — Nouns of 5 letters in the singular, the last of which is **ة**, usually form their plural by adding **ل** after the second letter, as in the preceding case, and suppressing the final **ة** (1).

Printing-works	مَطْبَعَة	plur.	مَطَابِع
Church	كَنِيسَة	»	كُنَائِس

b) — Nouns of 5 letters in the singular, the last of which is not **ة**, usually change the fourth letter to **ي** in the plural and take **ل** after the second letter.

If the second letter is **ل**, it is changed to **و**.

Garden	بُسْتَان	plur.	بُسَاتِين
Dictionary	قَامُوس	»	قَوَامِيس

4. — *Plurals altogether irregular*

Fathers	آبَاء	Sisters	أَخَوَات
Mothers	أُمَّهَات	Days	أَيَّام
Brothers	إِخْوَة	Donkeys	حَمِير
Sons	أَبْنَاء	Books	كُتُب
Daughters	بَنَات	Men, people	أُنَاس ⁽²⁾

1. If the third letter of words of this class is a weak letter, it is usually replaced in the plural by (**ة**).

2. The initial **ل** disappears if this word is preceded by **أَل**, e.g. **الْأُنَاس** men, people.

فِي سَوَارِعَنَا جَوَامِعَ وَكِنَائِسَ وَمَسَاجِدَ وَدُكَّانِينَ — اِخْدِمُوا
 آبَاءَكُمْ وَأُمَّهَاتَكُمْ — إِمَّاذَا تَتَحَوَّنَ السَّبَّابِكُ الْآنَ؟ — مَاذَا تَحْمِلُ
 الْحَمِيرَ وَالْبَعَالَ عَلَى ظُهُورِهَا؟ — لَا تَبْخُجِي فِي قَوْلِ أُمِّسِنَا — فِي
 الْمَطَاعِيعِ يَطْعَمُونَ الْكُتُبَ وَالْجِرَازَ وَالْمَجَلَّاتِ — اِبْعَثُوا أَبْنَاءَكُمْ
 وَبَنَاتَكُمْ إِلَى الْمَكَلِّمَاتِ وَالْمُدَارِسِ — كَيْفَ يَشْرَحُ الدُّرُوسَ؟ —
 يَخْفُفُ الْأَوْلَادُ الْأَبَاءَ — يَخْصُصُ الْمَعْلُومُونَ تَلَامِيذَهُمْ غَدًا —
 مَاذَا يَرْغَبُونَ أَنْ يَعْرِفُوا مِنَ الْأَخْبَارِ؟ — قَدِيمُ إِخْوَتِي وَلَمْ يَخْضَرْ
 أَخَوَاتِي — مَتَى تَفْتَلُونَ الصَّنَادِيقَ وَالْخَزَائِنَ وَالْأَدْرَاجَ؟

Look in your dictionaries. — We have houses and gar-
 dens. — I left my family three weeks ago. — My brothers
 and sisters go to school (1). — I have five books and four
 copy-books. — Where (are) the keys of our doors? — Go
 to the church and my children will join you. — How did the
 servant steal the fans and the parasols? — My children have
 succeeded. — Have you cupboards, boxes, lamps, curtains,
 cups and spoons in your stores? — Shut (s. f) the doors and
 windows. — We go to church on Sundays (2). — They have
 printing-works, stores and shops. — I have brothers, sisters,
 sons and daughters.

46th Lesson — THE ADJECTIVE

Vocabulary — TIME (of the clock)

A watch	سَاعَةٌ	The hours	السَّاعَاتُ
The dial	مِينَا السَّاعَةِ	A minute	دَقِيقَةٌ
The hour-hand	عَقْرَبُ السَّاعَاتِ	A second	ثَانِيَةٌ
The minute-hand	عَقْرَبُ الدَّقَائِقِ	A quarter of an hour	رُبْعُ سَاعَةٍ
The second-hand	عَقْرَبُ الثَّوَانِي	Half an hour	نِصْفُ سَاعَةٍ
A clock	سَاعَةٌ كَبِيرَةٌ	Half a day	نِصْفُ نَهَارٍ
The pendulum	الرَّقَاصُ	Midnight	نِصْفُ اللَّيْلِ

السَّاعَةُ ثَلَاثَةٌ وَنِصْفُ

It is half past three

» خَمْسَةٌ وَرُبْعُ

It is a quarter past five

» ثَمَانِيَةٌ وَسَبْعُ دَقَائِقَ

It is seven minutes past eight

» سَبْعَةٌ وَثَلَاثُ

It is twenty minutes past seven (l)

» تِسْعَةٌ وَنِصْفُ

It is half past nine

» أَرْبَعَةٌ إِلَّا رُبْعُ

It is a quarter to four

» ١٢ — الظُّهْرُ

It is 12 - noon

» — نِصْفُ اللَّيْلِ

It is 12 - midnight

1. In Arabic «It is seven and a third».

Genders of Adjectives

A virtuous man

رَجُلٌ فَاضِلٌ

A virtuous woman

أَمْرَأَةٌ فَاضِلَةٌ

The *feminine* of *adjectives* is generally formed by adding ة to the masculine, as in the case of nouns. (1)

Numbers of Adjectives

Dual

A poor child وَلَدَيْنِ فَقِيرَيْنِ ou وَلَدَانِ فَقِيرَانِ dual وَلَدٌ فَقِيرٌ

A beautiful girl بَنَاتَيْنِ جَمِيلَتَيْنِ » بَنَاتَانِ جَمِيلَتَانِ » بِنْتُ جَمِيلَةٍ

Masculine regular plural

A skilful joiner نَجَّارٌ مَاهِرٌ pl. نَجَّارُونَ مَاهِرُونَ

Feminine regular plural

An English lady سَيِّدَةٌ إِسْجَلِيَّاتٌ plur. سَيِّدَاتُ إِسْجَلِيَّاتٍ

The *dual*, the *masculine regular plural* and the *feminine regular plural* of adjectives are formed in the same way as those of nouns.

The regular plural of adjectives is only used when it qualifies a noun denoting a reasonable being.

An old book

كِتَابٌ قَدِيمٌ plur. كُتُبٌ قَدِيمَةٌ

A wounded goose

وَزَّةٌ مَجْرُوحَةٌ » وَزَّاتٌ مَجْرُوحَةٌ

Adjectives which qualify plural nouns (either masculine or feminine) denoting objects or beings devoid of reason, are placed in the feminine singular.

1. ي and اء alike indicate the feminine.

47th Lesson — THE ADJECTIVE

Irregular Plural

1. — Plural of adjectives consisting of 1 letter (1)

a) - Adjectives of the form فَاعِل in the singular, used as active participles, form their plural regularly, but when used as nouns or merely as qualifying adjectives, their plural is generally of the form فُعَلَاء or فُعَال :

Learned	عَالِم	pl.	عُلَمَاءُ	Clerk	كَاتِب	pl.	كَاتِبَاتُ
Ignorant	جَاهِل	«	جُهَلَاءُ	Servant	خَادِم	«	خَدَامُ
Poet	شَاعِر	«	شُعَرَاءُ	Merchant	تَاجِر	«	تُجَّارُ

b) - Adjectives of the form فَعِيل usually take the plural form فِعَال which is common to both genders and is only used of persons :

Great, tall	كَبِير	pl.	كِبَار	Short	قَصِير	pl.	قِصَار
Little	صَغِير	«	صِنَار	New	جَدِيد	«	جَدَاد
Long, tall	طَوِيل	«	طَوَال	Light	خَفِيف	«	خِفَاف

But a few adjectives of this class take the plural form فُعَلَاء :

Poor	فَقِير	plur.	فُقَرَاءُ
Happy	سَعِيد	«	سَعْدَاءُ

1. There exist very few adjectives composed of 3 letters in the singular.

c) - Adjectives of the form أَقْلَ , which denote colour, deformities or physical defects, take in the plural the form فُئْل , which is common to both genders.

If the third letter of the singular is و or ي , it loses its accent in the plural and is written و or ي — :

Green	أَخْضَرُ	pl. خَضِرٌ	Red	أَحْمَرُ	pl. حَمَرٌ
Blue	أَزْرَقُ	«	White	أَبْيَضُ	«
Yellow	أَصْفَرُ	«	Black	أَسْوَدُ	«
Lame	أَعْرَجُ	pl. عَرَجٌ	Deaf	أُطْرَشُ	pl. طُرَشٌ
Hump-backed	أَحْدَبُ	«	Squint-eyed	أَحُولُ	«
Dumb	أَخْرَسُ	«	One-eyed	أَعْوَرُ	«
Stammering	الْكَنْعُ	«	Blind.	أَعْمَى	(1) عَمِي «

2 — Plural of adjectives consisting of 5 letters

These adjectives form their plural by the insertion of an l after the 2nd letter. If the penultimate letter is و , it is changed to ي — :

Poor, wretched	مَسْكِينٌ	pl. مَسَاكِينُ
Mad	مَجْنُونٌ	«

I. The feminine singular of these adjectives is of the form فَعْلَاءَ e.g. lame (f.s) عَرَجَاءَ , white (f.s) أَبْيَضَاءَ .

48th Lesson — THE ADJECTIVE

AGREEMENT OF THE QUALIFYING ADJECTIVE

A just king

مَلِكٌ عَادِلٌ

A virtuous princess

أَمِيرَةٌ فَاضِلَةٌ

Faithful servants

خُدَمَاءُ أَمَنَاءَ

The adjective, as a rule, agrees with the noun it qualifies in gender and number. It is always placed after it.

A rich son and daughter

ابْنٌ وَابْنَةٌ غَنِيَّائِ

The man, his wife and his children are poor

الرَّجُلُ وَأَمْرَأَتُهُ وَأَوْلَادُهُ فَقَرَاءُ

If the adjective qualifies two singular nouns, it is placed in the dual.

If it qualifies more than two singular nouns, it is put in the plural.

If the nouns are of different genders, the adjective is put in the masculine.

The skillful doctor

الطَّيِّبُ الْمَاهِرُ

The intelligent pupils

التَّالِمِينَ الْأَذْكِيَاءَ

The adjective takes the definite article if the noun which it qualifies is definite.

My new house

بَيْتِي الْجَدِيدُ

The latest circular of the Ministry

مَنْشُورُ النَّظَارَةِ الْأَخِيرِ

The National Printing Office of Boulae

مَطْبَعَةُ بُولَاقِ الْأَهْلِيَّةِ

If the qualified noun has a conjunctive pronoun or has a noun depending on it, the adjective is placed last.

— Exercise 45 —

عندي فَمَصَانٌ بِيَضَاءٍ وَشَمْسِيَّةٌ زُرْقَاءُ وَشُرَابَاتٌ صَفْرَاءُ — إِخْوَتِي قِصَارٌ
وَأَخَوَاتِي طَوَالٌ — أَخْدَامُكُمْ بِيَضٌ أَمْ سَوْدٌ؟ — عِلْمُكُمْ فَهْرٌ وَتِجَارٌ جِهْلٌ
أَغْنِيَاءُ — هَلْ عِنْدَكُمْ كُتُبٌ جَدِيدَةٌ وَأَفْلَامٌ نَظِيفَةٌ ⁽¹⁾؟ — هَلْ جِيرَانُكُمْ
عَمِيٌّ وَأَوْلَادُهُمْ عَوْرٌ؟ — أَبْنَاءُ كِبَارٍ وَبَنَاتٌ صِغَارٌ — أَيْنَ الْمَنْشُورَاتُ
الْأَخِيرَةُ؟ — تِجَارُونَ طَرِشٌ وَحَدَادُونَ خَرَسٌ — مَتَى يَشْرُونَ الْكِتَابَ
الْأَزْرَقَ فِي الْجَرَادِ؟ — يُخَايِزِيَّاتٌ غَنِيَّاتٌ وَقُرَسَاءُ يَاتُ قَفِيرَاتٌ — هَلْ
نِصْفُ اللَّيْلِ الْآنَ؟ — أَتَسْكُنُونَ فِي بَيْوتِي الْجَدِيدَةِ أَمْ الْقَدِيمَةِ؟

— Exercise 46 —

Are his children intelligent? — Lame porters and hump-backed merchants. — Have you red or yellow flowers? — Rich people and poor persons. — Where are my friend's old copy-books? — I have green curtains, blue carpets (2) and red cupboards. — Are they blind or one-eyed? — Why are the windows of my room large and the doors small? — Learned men and poets (f). — Is it a quarter past nine or half past nine? — Our servants are ignorant but faithful. — Deaf gentlemen and dumb ladies. — Are your handkerchiefs large or small, white or blue? — I shall go out at twenty minutes to three and I shall return at a quarter past seven. — A hump-backed young woman and a lame young man. — You are happy people.

1. نظيف clean — 2. بسيط simple

49th Lesson — THE ADJECTIVE

DEMONSTRATIVE ADJECTIVES

This doctor	هَذَا الطَّبِيبُ	That book	ذَلِكَ الْكِتَابُ
Singular			
This doctor	هَذَا الطَّبِيبُ	That doctor	ذَلِكَ الطَّبِيبُ
This lady	هَذِهِ السَّيِّدَةُ	That lady	تِلْكَ السَّيِّدَةُ
Dual			
These two engineers	(1) هَذَانِ المُهَنْدِسَيْنِ	Those two	هَؤُلَاءِ المُهَنْدِسَيْنِ
These two copies		Those	هَؤُلَاءِ النُّسخَتَيْنِ
Plural			
These boys	هَؤُلَاءِ الصِّبْيَانِ	Those boys	أُولَئِكَ الصِّبْيَانِ
These girls	هَؤُلَاءِ الْبَنَاتِ	Those girls	أُولَئِكَ الْبَنَاتِ
These books	هَذِهِ الْكُتُبُ	Those books	تِلْكَ الْكُتُبُ

The demonstrative adjectives are always followed by the article ال. (2)

1. The dual of demonstrative adjectives denoting remote beings is rarely used.

2. In colloquial Arabic **ذَا** is used instead of **هَذَا**, **هَيْه** instead of **هَذِهِ** and **هَؤُلَاءِ** instead of **هَؤُلَاءِ**. These expressions are placed after the noun, e.g. **الرواية دي** (this novel).

— Exercise 47 —

لِمَاذَا تَضْرِبُونَ هَؤُلَاءِ الْبَنَاتِ الصِّغَارَ؟ — أَعْرِفُ هَذَا الشَّابَّ
الْآخَرَ وَهَذِهِ الشَّابَّةَ الطَّرِيشَاءَ؟ — كَيْفَ كَسَرْتَ هَذِهِ السَّاعَةَ
الصَّغِيرَةَ؟ — مَتَى حَكَمَ الْقَاضِي عَلَى هَؤُلَاءِ التَّجَارِ الْفُقَرَاءَ؟ —
أَيَسْكُنُ هَذَانِ الْمُهْنِسَانِ مَعَ هَؤُلَاءِ الْأَطْيَاءِ؟ — أَعَمَّكَ وَخَالَتَكَ
غَيَّانٌ أَمْ قَبِيرَانِ؟ — أَخَذْتَ كَبِيرَةً وَلَكِنْ شَقِيقَتَهَا صَغِيرَةٌ —
أَنْظُرُوا إِلَى هَؤُلَاءِ الْأَمْرَاءِ الْفَضْلَاءِ وَأَوْنَاكِ الْأَمِيرَاتِ الْفَاضِلَاتِ
— أَعْرِفُونَ هَؤُلَاءِ الْأَوْلَادَ الْمَسَاكِينِ وَآبَاءَهُمْ؟ — مَتَى ظَهَرَتْ
فِي الْجَرَائِدِ هَذِهِ الْأَخْبَارُ؟ — أَقْرَبُ مِنْ هَؤُلَاءِ الْمُلُكَاءِ وَابْعَدُ عَنْ
هَؤُلَاءِ الْجُهَلَاءِ — لِمَاذَا لَا تَمْدَحُونَ هَؤُلَاءِ الْكُتَّابَ الْمَاهِرِينَ؟

— Exercise 48 —

Why are these blacksmiths going out now? — I have
this big boy and that little girl. — Is it five minutes to three
or five minutes past three? — Are these houses inhabited? —
Great princes. — Let us plough our gardens with that
plough. — Look at (s) these great mosques and these fine (t)
churches. — These skilful joiners have made these chairs and
these cupboards. — Is this room big or small? — Are these
two copies new or old? — Will you leave these madmen? —
I know all these poor children and their family. — This
prince and that princess are rich and virtuous. — When did
these gentlemen and those ladies return?

50th Lesson — INDEFINITE & INTERROGATIVE ADJECTIVES

INDEFINITE ADJECTIVES

Each person	كُلُّ شَخْصٍ	كُلُّ	جَمِيعُ	جَمِيعُ النَّاسِ
All (the) rooms	كُلُّ الْغُرُفِ			جَمِيعُ النِّسَاءِ

كُلُّ followed by a singular noun, renders the indefinite adjectives *each, every*. Followed by a plural noun, it signifies *all*. (1)

بَعْضُ : *A part, some, certain*

A part of the conversation بَعْضُ الْحَدِيثِ

Some speeches بَعْضُ خُطَبٍ

INTERROGATIVE ADJECTIVE

أَيُّ

Which book ? أَيُّ كِتَابٍ ؟ What merchants ? أَيُّ تِجَارٍ ؟

Which woman ? أَيُّهَ امْرَأَةٍ ؟ Which actresses ? أَيُّ مُمَثِّلَاتٍ ؟

أَيُّ followed by an indefinite noun, translates the interrogative adjectives *which & what* ? In the feminine singular, the form is usually *أَيُّهَ*.

1. كُلُّ and جَمِيعُ can also be placed after the noun, in which case the corresponding conjunctive personal pronoun is added ; e.g. التِّلَامِيذُ كُلُّهُمْ (all the pupils).

— Exercise 49 —

أَتَعْرِفُ جَمِيعَ هَؤُلَاءِ التُّجَّارِ؟ — أَيُّ خَبَرٍ تَنْشُرُونَ غَدًا فِي الْجَرَائِدِ؟
 — هَلْ نَسَخْتَ كُلَّ هَذِهِ الدُّرُوسِ؟ — أَيُّ أَنْاسٍ تَعِدُّرُونَ؟ — لِمَاذَا
 يَقْلَمُونَ بَعْضَ أَشْجَارِ بَسْتَانِكُمْ؟ — أَفَتَهْمُ الْخُطْبُ كُلُّهَا؟ —
 أَيُّ أَشْخَاصٍ تَعِدُّحُونَ؟ — فِي أَيِّ مَنْزِلٍ تَسْكُنُ هَؤُلَاءِ الْمِثْلَاتُ؟
 — عَنْ أَيِّ مَنَشُورٍ تَبْحَثُونَ؟ — يَبْحَثُونَ عَنْ مَنَشُورِ الْبُظَارَةِ الْآخِرِ
 — مِنْ أَيِّ مَكَانٍ تَحْضُرُونَ وَأَيْنَ تَذْهَبُونَ؟ — أَيُّ رَوَايَاتٍ يَطْبَعُونَ؟
 — سَمِعْتُ الْحَدِيثَ كُلَّهُ وَلَكِنَّ لَمْ أَفْهَمْ بَعْضَهُ — بَأَيِّ مِفْتَاحٍ
 تَقْتَحُّ جَمِيعَ هَذِهِ الْأَدْرَاجِ؟ — عِنْدِي بَعْضُ مَنَادِيلٍ قَدِيمَةٍ وَبَعْضُ
 مَرَاوِجٍ جَدِيدَةٍ — أَيُّ أَرْضٍ يَزْرَعُونَ؟

— Exercise 50 —

In what street do you live? — Are all these girls your sisters?
 — Are all these servants faithful? — What newspapers and what
 magazines have you? — Have they some old books? — All our neigh-
 bours are poor. — What ring and what watch does she wish? —
 Are all these children intelligent? — I know certain virtuous persons.
 — What houses and what palaces do they possess? — Does he
 know all those actresses? — All these carriages are new. — What
 novels are you translating? — All these rooms are clean.

51st Lesson — THE PRONOUN

Vocabulary — TRAVELLING

To walk	ذَهَبَ ماشياً
To ride a horse	» رَاكِباً جَوَاداً »
To ride a bicycle	» عَجَلَةً »
To travel by rail	سَافَرَ بِالسَّيْكَةِ الْحَدِيدِ
To travel by boat	» بِالْمَرْكَبِ — بِالْبَاخِرَةِ »
A traveller	مُسَافِرٌ
A driver	سَاقٍ
A sailor	بَحْرِيٌّ — بَحَّارٌ
A voyage, a journey	سَفَرٌ
A train	قِطَارٌ
The waggons	عَرَبَاتُ السَّيْكَةِ الْحَدِيدِ
To pardon, to forgive (a)	صَفَحَ (a)
To laugh	ضَحِكَ (a)
To repent of	نَدِمَ عَلَى (a)
To divide, to share	قَسَمَ (i)
Very	جِدّاً
	أَيْضاً
	كَذَبَ (i)
	صَدَقَ (o)
	نَصَحَ (a)
	أَلْفَعَهُ — الشَّرَّاعَ
	قَارَبَ
	قَاطِرَةٌ — (وَأُور)
	مِنْطَادٌ

DEMONSTRATIVE PRONOUNS

هَذَا أَبِي — هَذَا هُوَ أَبِي (1)	This is my father
هَذِهِ أُمِّي — هَذِهِ هِيَ أُمِّي	This is my mother
هَؤُلَاءِ إِخْوَتِي — هَؤُلَاءِ هُمُ إِخْوَتِي	These are my brothers
أُولَئِكَ أَخَوَاتِي — أُولَئِكَ هُنَّ أَخَوَاتِي	Those are my sisters
هَذِهِ دَفَاتِرِي — هَذِهِ هِيَ دَفَاتِرِي	These are my copy-books

هَذَا غَرِيبٌ This (or it) is extraordinary

ذَلِكَ حَقِيقَتِي That (or it) is true

The demonstrative pronouns are the demonstrative adjectives not followed by the article ال.

— Exercise 51 —

هَذَا خَالِي وَهَذِهِ خَالَتِي وَذَلِكَ عَمِّي وَتِلْكَ عَمَّتِي — أَيُّ كُتُبٍ تَرَجِمُونَ؟ — هَلْ جَمِيعٌ هَؤُلَاءِ الصَّبِيانَ إِخْوَتُكَ؟ — يَرْكَبُ السَّائِقُ فِي الْفَاطِرَةِ وَالْمُسَافِرُونَ فِي عَرَبَاتِ السِّكَّةِ الْحَدِيدِ — هَذِهِ الْقَوَارِبُ صَغِيرَةٌ جِدًّا وَتِلْكَ الْبَوَاكِرُ كَبِيرَةٌ جِدًّا — لِمَاذَا تَنْصَحُونَ هَؤُلَاءِ الْأَشْخَاصَ وَلَا تَنْصَحُونَ أُولَئِكَ أَيْضًا؟ — أَيُّهُ جَرِيدَةٌ أَوْ مَجَلَّةٌ يَطْمُونُ هُنَا؟ — هَذِهِ كُتُبِي الْجَدِيدَةُ لَا كُتُبُ أَخِي وَتِلْكَ دَفَاتِرِي لَا دَفَاتِرُ ابْنِ عَمِّي

1. This form is the most frequently used.

52nd Lesson — THE PRONOUN
Vocabulary — MILITARY TERMS

An officer	ضابط	A lance, a spear	رُخ
A soldier	عَسْكَرِيّ — جُنْدِيّ	A sword, a sabre	سَيْف
A foot-soldier	عَسْكَرِيّ يَدَاة	The hilt	الْقَبْضَةُ
A horse-soldier	عَسْكَرِيّ سَوَارِيّ	The war	الْحَرْب
An artilleryman	(طَوَيْجِيّ)	The army	الْجَيْش
A weapon	سِلَاح	The infantry	(الْيَدَاة)
A gun	مِدْفَع	The cavalry	(السَّوَارِيّ)
A rifle	بَنْدُوقِيَّة	The artillery	(الطَّوَيْجِيَّة)
A revolver	مَسَدَس — (فَرْد)	A battalion	(أُورَطَة)
A bayonet	حَرْبَة — (سِنَكَة)	A fortress	جِصْن
A dagger	خَنْجَر	The citadel	الْقَلْعَة
<hr/>			
To create	خَلَقَ (o)	To play	لَعِبَ (a)
To be silent	سَكَتَ (o)	To dance	رَقَصَ (o)
To grant	مَنَحَ (a)	To seal	خَتَمَ (i)
<hr/>			
In spite of	رَغْمًا عَنْ	To put in prison	سَجَنَ (o)
		At once, immediately	فِي الْحَال — حَالًا

RELATIVE PRONOUNS

Sing.	masc.	الَّذِي	Plur. (1)	masc.	الَّذِينَ
	fem.	الَّتِي		fem.	الَّوَاتِي
Dual	masculine				الَّذَانِ
	feminine			(2)	الَّتَانِ

a) — Relative Pronouns (Subject)

Who, which

It is I who have opened the door

أَنَا الَّذِي فَتَحْتُ الْبَابَ

It is God who created man

اللَّهُ هُوَ الَّذِي خَلَقَ الْإِنْسَانَ (3)

It is I who, it is you who..., &c. are translated into Arabic in the form *I (am) he or she who, you (are) he or she who...*, &c.

When a noun is substituted for the personal pronoun, one must begin by translating the noun.

This is a poet (who) has a great reputation

هَذَا شَاعِرٌ لَهُ شُهْرَةٌ عَظِيمَةٌ

The relative pronoun is suppressed in Arabic, when it relates to a noun undetermined by the article.

1. This plural is only used when referring to persons.
2. In colloquial Arabic, ^{إِلِي} (pronounced *elli*) is used for all genders and numbers.
3. When the subject of the verb *to be* is followed in Arabic by a relative pronoun or the definite article, to avoid all ambiguity, the verb *to be* must be expressed.

53rd Lesson — THE PRONOUN

b) — Complementary Relative Pronouns

Where are the rewards which I have gained ؟ **أَيْنَ الْجَوَازِ النَّاسِ كَسَبْتُمَا ؟**

The relative pronoun *which* is rendered by joining to the following verb a conjunctive pronoun of the same gender and number as the noun to which the relative pronoun refers.

The Administration to which we have written **الْمَصْلَحَةُ الَّتِي كَتَبْنَا إِلَيْهَا**

The children on whom we have pity **الْأَوْلَادَ الَّذِينَ نَشْفَقُ عَلَيْهِمُ**

When in English the relative pronoun is the indirect object, the preposition, to which is also attached the appropriate conjunctive pronoun, is placed after the verb.

The laws, the greater part of which they have studied **الْقَوَائِنَ الَّتِي دَرَسُوا مُعْظَمَهَا**

The engineer whose money they have stolen **الْمُهَنْدِسَ الَّذِي سَرَقُوا ثَمَنَهُ**

When the relative pronoun *of whom, of which, whose* is the complement of a noun, the conjunctive pronoun is added to the latter.

Here is a tree which I have planted **هَذِهِ شَجَرَةٌ زَرَعْتُهَا**

This is a work the object of which is useful **هَذَا مَوْلاَفٌ مَوْضُوعُهُ مُفِيدٌ**

If the complementary relative pronoun refers to an undetermined word, the relative pronoun is not expressed in Arabic, but the conjunctive pronoun is kept.

— Exercise 52 —

هَلْ رَفَضْتُمْ أَنْ تَقْبَلُوا جَمِيعَ الْأَشْخَاصِ الَّذِينَ قَدِمُوا مِنَ السَّفَرِ؟ —
 إصْفُوا عَنْ هَؤُلَاءِ الْجُنُودِ وَالضُّبَّاطِ — انْظُرُوا إِلَى هَذِهِ الْحَصُونِ
 الْعَظِيمَةِ — أَصْدَقُوا دَائِمًا وَلَا تَكْذِبُوا أَبَدًا — هَذِهِ كُتُبُ دُرُوسِهَا
 مَفِيدَةٌ — أَيْنَ التَّاجِرَانِ اللَّذَانِ سَرَقَ الْخَادِمُ مَتْرَئِيَهُمَا؟ — مَاذَا عَمِلُوا
 بِالسُّيُوفِ وَالرِّمَاحِ وَالْخَنَاجِرِ الَّتِي تَرَكُهَا هَؤُلَاءِ الضُّبَّاطُ لَهُمْ؟ —
 هَؤُلَاءِ هُنَّ السَّيِّدَاتُ اللَّوَاتِي حَضَرْنَ إِلَى دُكَّانِنَا أَوَّلَ أَمْسٍ —
 مَعْظَمُ هَؤُلَاءِ الْجُنُودِ يَبَادَةُ وَطُولُيَّةٌ — أَتَرَكَبُ الْفُطَارَ أَمْ
 تَذْهَبُ رَاكِبًا عَرَبِيَّةً؟ — أَيْنَ جَمِيعِ الْقُودِ الَّتِي كَسَبْتَهَا؟ — أَتَقْهَمُونَ
 الْقَوَائِنَ الَّتِي تَرَعِبُونَ أَنْ تُنْشَرَوْهَا فِي الْجَزَائِرِ؟

— Exercise 53 —

They are our friend's children who have gone into the garden. — This is the school to which you wish to send your sons. — We have servants who never tell lies. — Divide (s) all this money between my brother and (between) me. — Will these drivers (1) also go with us? — The houses in which you live are very small. — Where are the people whose money they have stolen? — These are foot-soldiers and those are cavalry-men. — Why have they conveyed all the guns, revolvers (2), bayonets (3), spears, swords and daggers? — Where are the exercises of which we have translated the greater part? — Here are works (4) the object of which is very useful. — It is we who came this morning.

-
1. السَّائِقُونَ 4. مَوَلَّاتٌ — 3. الْحِرَابُ — 2. الْمُسَدَّاتُ

54th Lesson — THE PRONOUN

INTERROGATIVE PRONOUNS

Who has gone out to day? مَنْ خَرَجَ الْيَوْمَ؟

Who are these persons? مَنْ هَؤُلَاءِ الْأَشْخَاصُ؟

The interrogative pronoun مَنْ corresponds to the English *who* ?.

What is your name?

مَا اسْمُكَ؟

What is this manifestation?

مَا هَذِهِ الْمَظَاهِرَةُ؟

The interrogative pronoun مَا corresponds to the English *what* ?.

Which? (s.f)

أَيُّ الْكُتُبِ؟ Which of the books?

The interrogative adjective أَيُّ is the interrogative pronoun, when it is not followed by an undetermined noun.

INDEFINITE PRONOUNS

Some one, any body	أَحَدٌ	No one, nobody (m)	وَلَا وَاحِدٌ
Something, any thing	شَيْءٌ (1)	Nothing, none	وَلَا شَيْءٌ
Each, every one (m)	كُلُّ وَاحِدٍ	They write	يَكْتُبُونَ

1. أَحَدٌ and شَيْءٌ, used in a negative sentence, respectively signify *nobody*, *nothing*.

— Exercise 54 —

مَنْ خَلَقَ الْإِنْسَانَ؟ — اللَّهُ هُوَ الَّذِي خَلَقَهُ — مَا هَذَا الْقَامُوسُ وَمَا هَذِهِ النُّسخُ؟ — أَيُّهُمْ فَقْرَاءٌ وَأَيُّهُمْ غَنِيَّاتٌ؟ — مَنْ هُوَ لَا الضُّبَابُ الَّذِينَ يَجْعَلُونَ أَسْلِحَتَهُمْ؟ — هَلْ رَقَصَ أَحَدُهُمْ أَمْسَ؟ — لَمْ يَرَقُصْ أَحَدُهُمْ لَا أَمْسَ وَلَا الْيَوْمَ — أَخْرَجَ حَالًا مِنْ هَذَا الْمَكَانِ — لَا أَخْرَجَ مِنْهُ رَغْمًا عَنْكَ — هَلْ مَعَكَ قَتُودٌ الْآنَ؟ — مَا مَعِيَ شَيْءٌ — مَنْ يَجْنُمُ هَذِهِ الْأَوْزَاقَ؟ — لَمْ يَخْرُجْ أَحَدٌ مِنَ الْكَنِيسَةِ إِلَى الْآنِ — أَسْكَنْتَ وَإِلَّا أَطْرَدُكَ مِنَ الْبَيْتِ — لَا أَسْكَنْتُ وَلَا تَقْدِرُ أَنْ تَطْرُدَنِي مِنْ هُنَا — مَا أَسْمَاءُ بَنَاتِكُمُ الصِّغَارِ؟ — مَاذَا يَعْمَلُ أَوْلَاكَ الْجُنُودُ فِي تِلْكَ الْحُصُونِ؟

— Exercise 55 —

What keys are these? — They are the keys of the garden gate. — Has any one of these pupils gone out this morning? — No, no-one has gone out. — Have you any money in the cupboard? — Have you (s) anything in your pocket? — No, I have nothing. — Why did you do (f) that, in spite of me? — Who are these learned men and these poets? — They will dance till midnight. — Leave (s) this room immediately. — No, I shall not leave it. — This person has gained no reward this year. — Who put these poor soldiers in prison? — What flowers have you gathered? — Do you know these gentlemen? — Which? — Each of us will write a page in this copy-book. — Do not rub out what (ما) I have written. — Be quiet (f) or go out from here. — Who are they who have arrived from the voyage? — Nobody went with me. — No-one can know what will happen to him.



part III



GRAMMAR

SYNTAX

EXERCISES



55th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

The irregular simple triliteral verbs are - reduplicated, assimilated, concave, defective and hamzated verbs.

I — REDUPLICATED VERBS

To pass	مَرَّ (o)	for	مَرَّ
To think, to believe	ظَنَّ (o)	»	ظَنَّ

Reduplicated verbs are those whose last two radicals are alike.

He passed	مَرَّ	for	مَرَّ (_ _ _)
I passed	مَرَرْتُ		مَرَرْتُ (_ _ _)

In reduplicated verbs, the contraction of the last two radicals takes place when the 3rd radical carries a vowel-sign ; if it carries a (ـَ) , they are separated.

He bites	يَعَضُّ (a)	for	يَعَضُّ (_ _ _)
He flees	يَفِرُّ (o)	»	يَفِرُّ (_ _ _)
He reckons, counts	يَعْدُّ (o)	»	يَعْدُّ (_ _ _)

The vowel-sign of the first radical of the present tense is that of the first of the two similar radicals, if these radicals were separated.

Bite (m)	عَضَّ (4)	Flee (m)	فَرَّ	Reckon (m)	عَدَّ
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The imperative takes no initial alef, except in 2nd person plural feminine, and the 1st radical keeps the vowel-sign which it has in the corresponding person of the present tense.

1. For the sake of euphony, the final letter takes (ـَ) instead of (ـِ).

56th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

II — ASSIMILATED VERBS

To find

وَجَدَ (و — —) (i)

To dry, to become dry

يَسَّ (ي — —) (a)

Assimilated verbs are those whose first radical is و or ي.

He awoke

يَقِظُ

He awakes

يَسْطُ (s.m)

Awake (s.m)

Verbs whose first radical is ي are conjugated like simple regular verbs.

He stopped

وَقَفَ

He stops

يَقِفُ

Stop (s.m)

قَفَ

Verbs whose first radical is و are conjugated regularly in the past tense. In the present tense and in the imperative mood, they generally drop the و , especially if the 2nd radical carries (ـ) in the present tense.

To describe

وَصَفَ (i)

To weigh

وَزَنَ (i)

To arrive : to unite

وَصَلَ (i)

To inherit

وَرِثَ (i)

To place

وَضَعَ (a)

To fall

وَقَعَ (a)

To be born

وُلِدَ (i)

To promise

وَعَدَ (i)

To contain

وَسَعَ (a)

To be or to become an orphan

يَتِمَّ (a)

To be necessary, must, ought

وَجِبَ (i)

عَلَى

Instead of بَدَلًا مِنْ — عَوَضًا عَنْ

Unexpectedly

عَلَى غَفْلَةٍ

— Exercise 56 —

مَاذَا وَرِثْتُمْ مِنْ خَالِكُمْ؟ — أَنْظِرْ كَيْفَ الضَّبَّاطُ يَصْقُونَ الْجَنُودَ
وَيَعْدُونَهُمْ — أَهْدِهِ الْأَوْضَةَ تَسْعُ سَرِيرَيْنِ؟ — هَلْ مَرَرْتُ أَمْسَ
بِالْقُرْبِ مِنْ دِكَارِ كَيْنَا؟ — مَتَى تَهْدُونَ تِلْكَ الْبُيُوتَ الْقَدِيمَةَ؟ —
أَظُنُّ أَنَّهُمْ سَيَهْدُونَهَا عَنْ قَرِيبٍ — الْكَلْبُ عَصَّ ابْنَ عَمِّي بِالْقُرْبِ
مِنْ هَذَا الْمَكَانِ — وَرِثْتُ الْخُبْزَ بَدَلًا مِنْ أَنْ أَزِنَ الْلَحْمَ — مَاذَا
وَجَدْتُمْ فِي الدَّرَجِ؟ — ضَعُ هَذِهِ الْكُتُبَ فِي مَحَلِّهَا — يَجِبُ أَنْ
تُرْشُوا الْبَشَانَ كُلَّ يَوْمٍ — مَنْ يَدُمُ هَوْلَاءِ الشَّبَانِ الْأَذْكِيَاءَ؟ —
مَدَدْتُ يَدِي لِأَقْطَفَ وَرْدَةً — مَاذَا وَقَعَ مِنْكُمْ؟ — قَبِي هُنَا حَتَّى
أَرْجِعَ؟ — وَصَلُوا أَمْسَ عَلَى غَفْلَةٍ — وَعَدَنِي أَنْ يَخْرُجَ مَعِيَ

— Exercise 57 —

Why have they pulled down this great palace? — Who has poisoned these little dogs? — It is I who counted your money. — Has not this bread become dry? — We shall return soon. — Allow (pl) me to do that to-morrow instead of doing it to-day. — Who will inherit all this wealth? — Put (s) these dictionaries in the cupboard, beside your books. — The dogs which I beat have bitten me. — I always pass near this place. — I think that she arrived yesterday unexpectedly. — I gathered a flower in order to smell it. — We ought always to speak the truth. — These people weighed the corn and the barley instead of weighing the maize and the beans. — When did they insult or blame this young man? — Has this news made you glad?

1. أَنْ (that) is used for أَنْ before any other word than a verb.

57th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

III — CONCAVE VERBS

To say قَالَ for قَوْلَ

To sell بَاعَ » بَيْعَ

Concave verbs are those whose 2nd radical is ل in place of ي or و.

He said	قَالَ	for	قَوْلَ
He says	يَقُولُ	»	يَقُولُ (— ل — ...)
Say (s.m)	قُلْ	»	قُولُ

Concave verbs, whose 2nd radical in the present tense carries (ل), are conjugated, in all their tenses, like قَالَ.

He feared	خَافَ	for	خَوْفَ
He fears	يَخَافُ	»	يَخَوْفُ (— ل — ...)
Fear (s.m)	خَفْ	»	خَافُ

Concave verbs, whose 2nd radical in the present tense carries (ل), are conjugated like خَافَ.

He sold	بَاعَ	for	بَيْعَ
He sells	يَبِيعُ	»	يَبِيعُ (— ل — ...)
Sell (s.m)	بِعْ	»	بَيْعَ

Concave verbs, whose 2nd radical in the present tense carries (ل), are conjugated like بَاعَ.⁽¹⁾

1. The present tense of concave verbs, preceded by the particles لَمْ (negative), يُ (prohibitive) or لِ (imperative), loses its 2nd radical, if the 3rd radical is final.

Conjugation of concave verbs

قَالَ

خَافَ

بَلَغَ

Past Tense

قُلْتُ

خِفْتُ

بَغْتُ

قُلْتَ

خِفْتَ

بَغْتَ

قُلْتِ

خِفْتِ

بَغْتِ

قَالَ

خَافَ

بَلَغَ

قَالَتْ

خَافَتْ

بَلَغَتْ

قُلْنَا

خِفْنَا

بَغْنَا

قُلْتُمْ

خِفْتُمْ

بَغْتُمْ

قَالُوا

خَافُوا

بَلَغُوا

Present or Future Tense

أَقُولُ

أَخَافُ

أَبْلُغُ

تَقُولُ

تَخَافُ

تَبْلُغُ

تَقُولِينَ

تَخَافِينَ

تَبْلُغِينَ

يَقُولُ

يَخَافُ

يَبْلُغُ

تَقُولُ

تَخَافُ

تَبْلُغُ

يَقُولُ

يَخَافُ

يَبْلُغُ

يَقُولُونَ

يَخَافُونَ

يَبْلُغُونَ

يَقُولُونَ

يَخَافُونَ

يَبْلُغُونَ

58th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of concave verbs (continued)

Imperative

قُلْ

خَفْ

بَعْ

قُولِي

خَافِي

يَمِي

قُولُوا

خَافُوا

يَعُوا

To obtain	(a) نَالَ	To become	(i) صَارَ
To die	(o) مَاتَ	To be, to take place	(o) كَانَ
To get up	(o) قَامَ	To return	(o) عَادَ
To sleep	(a) نَامَ	To pass the night	(a) بَاتَ
To hunt, to fish	(i) صَادَ	To be absent	(i) غَابَ
To repent	(o) تَابَ	To visit	(o) زَارَ
To lose the way	(o) تَلَا	To walk, to go	(o) سَارَ
To blame	(o) لَامَ	To be long, to last	(o) طَالَ
To drive (a carriage)		(o) سَاقَ	

Possible مِنْ الْمُمْكِنِ | Impossible مِنْ الْمَحَالِ غير مُمكِن

59th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

IV — DEFECTIVE VERBS

To efface

(o) مَحَا for مَحُو

To throw

(i) رَمَى » رَمِي

To consent

(a) رَضِيَ

Defective verbs are those whose last radical is an *l* replacing *y*, or *y*.

He called

(— —) دَعَا

He calls

يَدْعُو

Call (s.m)

ادْعُ

Defective verbs whose past tense ends in *l* are conjugated like مَعَا.

He wept

(— ي —) بَكَى

He weeps

يَبْكِي

Weep (s.m)

ابْكِ

Defective verbs in *y*, the 2nd radical of whose past tense carries (—), are conjugated like رَمَى.

He forgot

(— ي —) نَسِيَ

He forgets

يَنْسَى

Forget (s.m)

انْسَ

Defective verbs in *y*, the 2nd radical of whose past tense carries (—), are conjugated like رَضِيَ.

— Exercise 58 —

هَلْ مُمَكِّنُ أَنْ يَعُودَ شَقِيقُكَ مِنَ السَّفَرِ غَدًا؟ — هَوَلاءَ الحَمَّالُونَ
يَتَكَمَّنُونَ عَلَى الْأَرْضِ — لَا تَقُلْ هَذَا الْخَبَرَ لِوَلَدِكَ — مَتَى تَنَالُ
الْأَمْوَالَ الَّتِي وَرَثْتَهَا مِنْ جَدِّكَ؟ — زَارَنِي صَدِيقِي مِنْدُ شَهْرٍ وَلَمْ
أَزِرْهُ إِلَى الْآنِ — لِمَاذَا يَبْعَثُ الْخَوَاتِمُ الْجَدِيدَةُ بَدَلًا مِنْ أَنْ تَبِيعُوا
الْقَدِيمَةَ؟ — هَلْ مُمَكِّنُ أَنْ يَغِيبَ اسْتَاذُنَا غَدًا؟ — أَظُنُّ أَنَّ
ذَلِكَ مِنَ الْمَحَالِ لِأَنَّهُ لَمْ يَغِبْ أَبَدًا — هَلْ تَابَ قَبْلَ أَنْ يَمُوتَ؟ —
كَيْفَ نَهَتْ أُمْسَ وَمِنْ أَيِّ طَرِيقٍ عُدْتُ؟ — غَيْرَ مُمَكِّنُ أَنْ
يُرَوِّدَنِي قَبْلَ أَنْ أَزُورَهُ — هَلْ يَخَافُونَ أَنْ يَقُولُوا مَاذَا يَعْمَلُونَ؟

— Exercise 59 —

Did you sell your cotton at the market? — How did these
princes become poor? — It is possible that our journey will last four
weeks. — When did your father die? — He died five months ago. —
It is impossible for me (1) to sleep before midnight. — What did you
obtain on Sunday? — Get up (s) and go out with me. — I absented
myself yesterday from school. — I walked in these streets during
half an hour, then I lost the way. — It is not possible (2) for me to
absent myself to-morrow. — He goes out in the morning before I get
out of bed and returns in the evening before me. — Why do you
allow (s) the servant to sleep under your window? — It is impossible
for him to drive the carriage at this hour. — Why are you afraid (s)
to say what you have done. — Where did you pass the night?

1. Translate 'It is impossible that I...'

2. غيرُ مُمَكِّنُ

Conjugation of defective verbs

عَجَا	رَمَى	رَضِيَ
عَجَوْتُ	رَمَيْتُ	رَضَيْتُ
عَجَوْتَ	رَمَيْتَ	رَضَيْتَ
عَجَوْنَا	رَمَيْتُمْ	رَضَيْتُمْ
عَجَا	رَمَى	رَضِيَ
عَجَّ	رَمَتْ	رَضَتْ
عَجَوْنَا	رَمَيْنَا	رَضَيْنَا
عَجَوْا	رَمَوْا	رَضَوْا

Present or Future Tense

أَعْجُو	أَرْمِي	أَرْضَى
تَعْجُو	تَرْمِي	تَرْضَى
تَعْجَيْنِ	تَرْمَيْنِ	تَرْضَيْنِ
يَعْجُو	يَرْمِي	يَرْضَى
تَعْجُو	تَرْمِي	تَرْضَى
تَعْجُو	تَرْمِي	تَرْضَى
تَعْجُونَ	تَرْمُونَ	تَرْضَوْنَ
يَعْجُونَ	يَرْمُونَ	يَرْضَوْنَ

60th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of defective verbs (continued) (1)

Imperative

اَمْضِ
اَمْضِي
اَمْضُوا

اِزْمِ
اِزْمِي
اِزْمُوا

To run	جَرَى (i)	To build	بَنَى (i)
To walk	مَشَى (i)	To fear	خَشِيَ (a)
To increase in price	غَلَ (o)	To be empty, vacant	خَلَا (o)
To remain	بَقِيَ (a)	To forbid	نَهَى (o)
To meet	لَقِيَ (a)	To complain	شَكَا (o)
To read ; to follow	تَلَا (o)	To pardon	عَفَا (o)
To relate	حَكَى (i)	To pass (of time)	مَضَى (i)
To be high, to ascend	عَلَا (o)	To grow	نَمَا (o)
To water, to give to drink		سَقَى (i)	

Much	كَثِيرًا
Little	قَلِيلًا

1. After the particles لَمْ (negative), لَا (prohibitive) and اِ (imperative), the ي , و and ى disappear in the present tense, if they are final.

— Exercise 60 —

قُلْ لِلْعَادِمِ أَنْ لَا يَسْتَقِي الْأَشْجَارُ كَثِيرًا — كَيْفَ نَبِي النَّجَارِ مَشَارُهُ
وَمَسَامِيرُهُ فِي الْوَرَشَةِ؟ — بَقِيَ هُنَا إِلَى أَنْ أَعُودَ — إِرْمِ هَذِهِ
الْعَصَا مِنْ يَدِكَ — مَشَيْتُ قَلِيلًا وَلَكِنْ تَبَعْتُ كَثِيرًا — لِمَاذَا لَا
تَسْقِيَنِي بِهَذَا الْكَاسِ؟ — مَنْ الَّذِي دَعَا هَذَا الرَّجُلَ؟ — أَنَا الَّذِي
دَعَوْتُهُ — مَضَى زَمَنٌ طَوِيلٌ وَتَحْنُ نَشْكُو مِنْ هَذَا الْمَكَانِ —
لِمَاذَا غَلَا الْخَبْزُ هُنَا؟ — ائْمَسُوا كَثِيرًا وَأَجْرُوا قَلِيلًا — مَتَى تَخْلُو
هَذِهِ الْمَحَلَّاتِ؟ — لِمَاذَا لَا تَجْرِي هَذِهِ الْعُرَبَاتُ كَثِيرًا؟ — تَنْمُو
هَذِهِ الْأَشْجَارُ قَلِيلًا جَدًّا — أَغْفُ عَنْهُ لِأَنَّهُ مَعْدُودٌ

— Exercise 61 —

Why have they called him? — They have called him in order to tell him to stay here. — Tell us what you did yesterday at the palace. — Peter forgets much, but his sister forgets very little. — Has he consented to walk with us? — Why did she throw those flowers out of (1) the window? — I walk much and I run little. — Efface (s) these words from your exercise-book. — Nobody has built here. — An hour has passed and my children have not returned. — This room has become vacant, but I fear to sleep in it. — Forgive them, for they do not know what they are doing. — They complain much of their house. — Have cotton, corn and vegetables increased much in price? — I forbid you to enter here.

61st Lesson — SIMPLE TRILITERAL VERBS (Irregular)

V — HAMZATED VERBS

To hope

أَمَلَ (أ — — —) (o)

To ask

سَأَلَ (أ — — —) (a)

To read

قَرَأَ (أ — — —) (a)

Hamzated verbs have one of their radicals containing a (ء).

He read قَرَأَ

He reads يَقْرَأُ

Read (s.m) اِقْرَأْ

Hamzated verbs are conjugated like regular verbs.

Exceptions: The verbs (o) أَصْلَكَ (to eat), (o) أَخَذَ (to take) and (o) أَمَرَ (to command) have an irregular conjugation in the imperative mood; thus كُنْ , خُذْ , مَرُ , etc. (1)

He asked سَأَلَ

He asks يَسْأَلُ

Ask (s.m) اِسْأَلْ

If the (ء) is accentuated in the middle of a word, it has as a support a letter corresponding to the accent which accompanies it, i.e. ا , و , or ي , according as the accent is (ـَ) , (ـُ) or (ـِ).

To begin

(a) بَدَأَ

To fill

(a) مَلَأَ

To permit

(a) أَذِنَ

To loathe

(a) سَتَمَ

To be, feel safe

(a) آمِنَ

Without doubt

لَا شَكَّ — لَا رَيْبَ

But

بَلْ

1. The verb أَمَرَ has also a regular conjugation: اْمُرْ , اْمُرِي , etc.

I read قَرَأْتُ

He hopes يَأْمَلُ

Hope (s.m) أَوْمَلُ

If the (ء) carries (ا) in the middle of a word, it has as a support a letter corresponding to the accent which precedes it. (1)

Defective-hamzated verbs

To come (ي) (ا) أَتَى

To refuse (ا) أَبَى

Defective-hamzated verbs are conjugated like ordinary defective verbs.

Concave-hamzated verbs

To come, to arrive (ا) (ء) جَاءَ

To wish (ا) شَاءَ

Concave-hamzated verbs are conjugated like ordinary concave verbs.

— Exercise 62 —

مَاذَا تَقْرُونَ؟ — لَا شَيْءَ أَنَّهُ سَيَأْتِي عَدَاً — لِمَاذَا مَلَأْتَ الْقَدَحَ؟ —
إِفْضِلْ مَا تَشَاءُ وَيَفْعَلُونَ مَا يَشَاءُونَ — أَوْمَرَهُمْ بِأَنْ يَذْهَبُوا إِلَى
الْمَكَانِ الَّتِي وَصَفْتَهُ لَهُمْ — إِفْرَأْ دَائِمًا الْكِتَابَ الْمَفِيدَةَ — لَا رَيْبَ
أَنَّكَ أَمِيرٌ عَادِلٌ — إِذْنُ لِي أَنْ أُخْرَجَ — مِنْ أَيْنَ أَتَوْنَا؟ — لَا
تَسْأَلُوا عَنِّي بَلْ أَسْأَلُوا عَنْ إِخْوَتِي — هَلْ بَدَأْتُمْ أَنْ تَنْشُرُوا
الْقَوَائِينَ الَّتِي شَرَحْتُمَا لَكُمْ؟ — أَمَلْتُ أَنْ أَكُونَ دَائِمًا بِالقُرْبِ
مِنْكَ — مَتَى جِئْتَ وَمَتَى يَجِيئُ ابْنُ عَمَّكَ؟

1. These remarks on the (ء) apply also to nouns, adjectives etc.; e.g.

رُؤُوسٌ (heads), رُؤُوسٌ (a well). — 2. for أَمَلْتُ

62nd Lesson — PARTICIPLES of TRILITERAL VERBS (Irregular)

The *active* and *passive* participles of simple irregular triliteral verbs are formed on the model of فاعِل and مَفْعُول respectively, as in the case of the regular verbs.

Kind	Infinitive	Act. Part.	Pass. Part.
Reduplic. verbs	ذَمَّ	(1) ذَامٌ	مَذْمُومٌ
Assimilated verbs	وَجَدَ	وَاَجِدُ	مَوْجُودٌ
Concave verbs	قَالَ	(2) قَائِلٌ	(3) مَقُولٌ
Defective verbs	رَمَى	(4) رَامٌ	(5) مَرْمِيٌّ
Hamzated verbs	أَكَلَ	(6) آكِلٌ	مَأْكُولٌ

— Exercise 63 —

أَهَذَا الشَّارِعَ مَسْدُودٌ؟ — لَا شَكَّ أَنَّ هَؤُلَاءِ الْأَوْلَادَ تَأْتُونَ —
 الْمَظْنُونُ أَنَّ هَذَا الْكَلْبَ مَسْمُومٌ — قُصُورٌ مَهْدُودَةٌ وَبُيُوتٌ
 مَبْنِيَةٌ — مِنْ الْأَمْرِ وَمِنْ الْمَأْمُورِ؟ — أَهَذَا الرَّجُلُ تَائِبٌ عَمَّا (7)
 فَعَلَ؟ — مَا الْمَأْكُولُ وَمَا الْمَشْرُوبُ؟ — لِمَاذَا خَالَكَ وَأَقْبَ هُنَا؟
 — هَلْ أَنْتَ رَاضٍ بِذَلِكَ؟ — أَهَؤُلَاءِ الْبَايَعُونَ آتُونَ؟ — مِنْ
 الْأَلَانِيَةِ وَمِنْ الْمَلُومِ؟ — أَيْنَ الْوَارِثُ؟ — مِنْ هُمْ الْمَكَارُونَ؟

1. for رَامِي — 2. for قَائِلٌ — 3. for مَقُولٌ — 4. for رَامِي؛
 if the active participle is determined, it takes again the final ي F.g. حَتَّى
 حَتَّى ي رَامِي الِخَامِي (defending), حَامٍ (to defend),
 5. for مَرْمُويٍّ — 6. for آكِلٌ — 7. for مَأْكُولٍ (who defends, the defender).

63rd Lesson — DERIVED VERBS

Simple verbs

Derived verbs

(— — —) عَلِمَ to know أَعْلَمَ (— — —) to make to know,
to inform

(— — —) وَقَفَ to stop وَقَّفَ (— — —) to make to stop

A *derived verb* is one which is formed from the simple verb by the addition of one or several letters which usually modify the meaning of the primitive verb.

DERIVATIVES FROM TRILITERAL VERBS

From the simple triliteral verb **فَعَلَ** (to do), which is conventionally taken as a model, are formed 12 derived forms of which three are but rarely used ; the remaining nine are as follows :

Forms of derived verbs

I.	أَفْعَلَ	II.	فَعَّلَ	III.	فَاعَلَ
IV.	تَفَاعَلَ	V.	تَعَفَّلَ	VI.	إِفْعَلَ
VII.	إِفْعَلَّ	VIII.	إِفْعَلَّ	IX.	اسْتَفْعَلَ ⁽¹⁾

1. Not all verbs give derived forms; practice and the dictionary can alone enlighten the student on this point. Moreover, there are some verbs which are only used in the derived form.

64th Lesson — DERIVATIVES FROM TRILITERAL VERBS

Conjugation of derived verbs

	Past tense	Present	Imper.	Act. part.	Pass. part.
To meet	تَقَابَلْ	يَتَقَابَلُونَ	تَقَابَلْ	مُتَقَابِلٌ	مُتَقَابِلٌ
To respect	أَكْرَمَ (1)	يُكْرِمُ	أَكْرِمْ	مُكْرِمٌ	مُكْرَمٌ
To present	قَدَّمَ	يُقَدِّمُ	قَدِّمْ	مُقَدِّمٌ	مُقَدَّمٌ
To be divided	اِقْسَمَ	يُقَسِّمُ	اِقْسِمْ	مُنْقِسِمٌ	مُنْقَسَمٌ

Past tense. - In conjugating the past tense of a derived verb, the last letter only changes its vowel-sound according to the various persons.

Present tense. - If the past begins with an additional (2), the verb keeps the same form in the present, except that it adds the prefix-letter.

If it does not begin with an additional *t*, the accent on the penultimate letter becomes (—).

If the past tense begins with *l*, this letter is suppressed in the present tense.

Imperative. - The imperative is formed from the present tense, as in the case of the simple verbs. If the first radical of the present carries (ـَ), *l* is placed before the verbs of four letters and *l* before other verbs.

Participles. - The participles, both active and passive, are formed, as in the case of simple quadriliteral verbs. (See p. 63)

1. In the case of verbs of four letters, the vowel-sign of the prefix-letter of the present tense is always (ـَ) : (See p. 57, 1).
2. I.e. which does not form part of the root.

— Exercise 64 —

لِمَاذَا لَا يُكْرَمُونَ؟ — أَلَمْ يَتَقَابَلْ أَمْسُ الْأَمِيرَانِ؟ — أَظُنُّ أَنَّهُمَا
لَمْ يَتَقَابَلَا إِلَى الْآنَ — أَكْرَمُوا مُعَلِّمَيْكُمْ وَمُعَلِّمَاتَكُمْ؟ — مَنْ
أَعْلَمُ هَؤُلَاءِ الْأَشْخَاصَ أَنَّ وَالِدَهُمْ عَادَ مِنَ السَّفَرِ؟ — أَنْتَ مُقَدِّمُ
صَدِيقِكَ أَمْ مُقَدِّمُ مِنْهُ؟ — أَيْنَ تَقَابَلْتُمُ الْيَوْمَ؟ — تَقَابَلْنَا فِي
الْكَنِيسَةِ — أَكْرَمْتَهُ لِيُكْرِمَنِي — يَتَشَمُّ هَذَا الْكِتَابَ إِلَى
أَرْبَعَةِ أَجْزَاءَ — قَدِّمِي لِي مَنْ تَرْضَيْنَ — مِنَ الَّذِي وَقَفَ الْعَرَبَةُ
أَمَامَ بَابِ الْيَتِّ؟ — يَجِبُ عَلَيْنَا أَنْ نَعْلِمَ بِمَا حَصَلَ — لَا شَكَّ
أَنَّهُمْ يَتَقَابَلُونَ فِي السَّرَايِ — لِمَاذَا وَقَفَتِ الْعَرَبَةُ وَلَمْ تَنْزِلِي؟

— Exercise 65 —

The pupils ought to respect their teachers. — These doctors met yesterday at the pharmacy. — Why have you (s) stopped these two carriages? — Inform (s) this lady that her children have returned. — I learned that they introduced you (1) to my father. — When and how have our families met? — The newspapers this morning publish that our friend has presented his work to the king. — Make this man stop. — Who is the lady whom they introduced to you? — Tell (s) the servant to bring (2) a carriage or two (carriages) for us. — Where is the young man introduced by our friend John? — You will present me that to-morrow or the day after to-morrow.

1. أَكْرَمْتُمْ — 2. أَحْضَرْتُ.

65th Lesson — DERIVATIVES FROM TRILITERAL VERBS

1st Form

Simple verbs

دَخَلَ

to enter

خَرَجَ

to go out

مَاتَ

to die

وَقَفَ

to stop

رَضِيَ

to be satisfied

derived verbs

أَدْخَلَ

to make to enter, to introduce

أَخْرَجَ

to make to go out, to send away

أَمَاتَ

to make to die

أَوْقَفَ

to make to stop

أَرَضَى (1)

to make satisfied, to satisfy

This form, which is made by placing ^ء before the 1st radical, is transitive and usually gives an active meaning to the simple verb. It is generally translated by *to make to...*, *to cause to...*

2nd Form

دَخَلَ

to enter

كَتَبَ

to write

مَشَى

to walk

وَسَّعَ

to be wide, to contain

دَخَلَ

to make to enter, to introduce

كَتَبَ

to make to write

مَشَى

to make to walk

وَسَّعَ

to make to contain, to widen

This form, which is made by doubling the 2nd radical by means of (س), is also transitive and usually gives to the simple verb the same meaning as that given by the 1st form (above).

1. Defective verbs in the 1st, 2nd, 3rd, 6th, 7th and 9th forms are conjugated, in respect to their final radical, like رَمَى.

— Exercise 66 —

أَدْخُلُوا أَوْلَادَكُمْ فِي الْمَدْرَسَةِ — هَلْ وَسَّعُوا أَرْضَ الْمَنْزِلِ الْجَدِيدِ؟
 — مَاذَا يَرْضِيكُمْ؟ — قَرَّبْتُمْ مِنْهُ أَوْلَادَكُمْ أَمْ أَبْعَدْتُمْ عَنْهُ — مَشَيْتُمْ
 الْيَوْمَ سَاعَةً وَسَامِعْتُمْهَا غَدًا سَاعَتَيْنِ — هَلْ ضَحَكْتُمْ كَكُمْ هَذَا
 الشَّابَّ كَثِيرًا؟ — وَقَفْتُمْهَا لِأَسْأَلَا عَنْ حَالِهَا — هَلْ أَقْبَتِ الْخَادِمُ
 فِي الْيَتِّ؟ — خَوَّفْنَاكَ (1) لِيُبْعِدَ عَنَّا (2) — لِمَاذَا أَتَقَطَّنِي الْآنَ؟ —
 هَلْ غَطَّسْتَ الْكَلْبَ فِي الْمَاءِ أَمْ غَرَّقْتَهُ؟ — مَنْ مَلَكَهُ هَذِهِ الْبُيُوتُ
 الْعَظِيمَةُ؟ — مَنْ قَبَّلَكَ هَذِهِ الدُّرُوسُ؟ — أَحْضَرْتَهُ لِأَشْكُرَهُ

— Exercise 67 —

Who made this little child weep? — Take this lady into the drawing-room, until they look for a carriage for her. — I am making him write two pages of the dictionary. — Make (s) this young man go away from here. — We will make them sell their houses and gardens. — See (pl) how they make these poor soldiers lie on the ground. — This news has made me forget what you told me yesterday. — Make (s.f) the servant come in and tell him to inform me of what he did at the market. — He made me accept this watch, in spite of me. — This teacher made me learn my lesson in half an hour. — What did he make you gain? — It is my uncle who caused me to inherit all this wealth. — Do not cause me to be deceived.

1. In the 2nd form, the concave derived verbs take up again the و or ي of the primitive form.

2. for عَنْكَ

66th Lesson — DERIVATIVES FROM TRILITERAL VERBS

3rd Form

Simple verbs

حَسَبَ to count

حَكَى to relate

Derived verbs

حَاسَبَ to make a reckoning with somebody

حَاكَى to converse with somebody

This form which is obtained by placing **ح** after the 1st radical is usually transitive and denotes the action expressed by the simple verb together with an idea of reciprocity.

قَتَلَ to kill

سَبَقَ to precede,
to surpass

قَاتَلَ to seek to kill, to fight

سَابَقَ to seek to surpass

This form likewise denotes effort, emulation.

4th Form

بَدَلَ to kill

(o) بَدَّلَ to replace,
to exchange

تَقَاتَلَ to fight with one another

تَبَادَلَ to interchange

This form, which is obtained by placing **ت** before the 1st radical and **ل** after, is intransitive and usually indicates a reciprocity of action.

(o) عَظَّمَ to be great,
glorious

(o) تَجَدَّدَ to be great,
noble

تَعَاظَمَ to make oneself great

تَبَجَّجَدَ to boast, to exalt oneself

This form signifies sometimes *to make oneself...*, *to pass oneself off as...*, *to appear...*, *to become...*, etc.

5th Form

Simple verbs

عَلِمَ to know
قَطَعَ to cut

Derived verbs

تَعَلَّمَ to learn
تَقَطَّعَ to be cut

This form, which is obtained by placing ^ا before the 1st radical and (ـِ) over the 2nd, has usually a reflexive or a passive meaning.

6th Form

(a) خَدَعَ to deceive

اِنْخَدَعَ to be deceived

(i) جَبَسَ to imprison

اِنْجَبَسَ to be imprisoned

قَضَى to accomplish, to finish

اِنْقَضَى to be accomplished, to be finished

This form, which is obtained by placing ^ا before the 1st radical, has usually a passive meaning.

7th Form

جَمَعَ to gather

اِجْتَمَعَ to assemble

كَسَبَ to gain, to earn

اِكْتَسَبَ to gain, to earn

شَرَى to buy

اِشْتَرَى to buy

This form, which is obtained by placing ^ا before the 1st radical and ^ا after, has usually a reflexive meaning and sometimes an active meaning.

67th Lesson — DERIVATIVES FROM TRILITERAL VERBS

8th Form

Derived verbs

- (4) ^{أَبْصَرَ} ^{أَبْصَرْتُ} ^{أَبْصُرُ} | ^{أَبْصَرْتُ} | ^{أَبْصُرُ} | ^{أَبْصُرُ} | to be or to become red | ^{أَبْصَرْتُ} | ^{أَبْصُرُ} | to be or to become white
- ^{أَبْصَرَ} | ^{أَبْصَرْتُ} | ^{أَبْصُرُ} | to be or to become bent

This form, which is obtained by placing ^ا before the 1st radical and (^ا) over the last, indicates colours and deformities.

9th Form

Simple verbs

Derived verbs

- ^{فَرَمَ} | ^{فَرَمْتُ} | ^{فَرَمُ} | to understand | ^{فَرَمْتُ} | ^{فَرَمُ} | to try to understand,
to seek to know
- (1) ^{غَفَرَ} | ^{غَفَرْتُ} | ^{غَفَرُ} | to pardon | ^{غَفَرْتُ} | ^{غَفَرُ} | to ask pardon of... for
- (2) ^{كَبَّرَ} | ^{كَبَّرْتُ} | ^{كَبَّرُ} | to be or to become great | ^{كَبَّرْتُ} | ^{كَبَّرُ} | to consider as great,
important
- (3) ^{صَغَّرَ} | ^{صَغَّرْتُ} | ^{صَغَّرُ} | to be or to become small | ^{صَغَّرْتُ} | ^{صَغَّرُ} | to consider as small,
to depreciate
- (4) ^{أَسْجَبَ} | ^{أَسْجَبْتُ} | ^{أَسْجَبُ} | to grant, to accede to

This form, which is obtained by placing the syllable ^{أَسْ} before the 1st radical, often indicates the desire or demand for the action or state expressed by the simple verb.

It is usually translated by *to try to...*, *to ask for...*, *to consider as...*

1. The simple verbs denoting colours or deformities are scarcely ever employed.

2. Concave verbs are conjugated like ^{بَاعَ}.

— Exercise 68 —

مَاذَا تَتَقَاسَمُونَ؟ — تَحَاكُوا كَثِيرًا فَتَضَارِبُونَ⁽¹⁾ — وَقَعَ الْكَاسُ
 مِنْ يَدِي فَأَنْكَسَرَ — يَجِبُ عَلَيْكُمْ أَنْ تَتَقَاهُمَا قَبْلَ أَنْ تَتَاغُصُوا⁽²⁾
 — سَأَلْنَاهُ عَمَّا فَعَلَ فَأَحْمَرَّ وَجْهَهُ — اسْتَدْعَيْتُكُمْ لِأَنْصَحَكُمْ⁽³⁾
 إِلَّا⁽⁴⁾ تَشْكُرُونَ الْآمَرَ⁽⁵⁾ — اسْتَغْفِرِي اللَّهَ عَنْ ذَنْبِكَ⁽⁶⁾ — سَقَطَ
 مِنَ الشَّبَاكِ فَمَاتَ — أَنْظِرْ كَيْفَ أَصْفَرَ الْمَاءُ فِي الْقَدَحِ فَأَبْيَضَ⁽⁷⁾
 فَأَسْوَدَ — اقْتَرَبُوا مِنْهُمْ قَلِيلًا ثُمَّ ابْتَغِدُوا — اسْتَخْرَجْنَا ذَلِكَ مِنَ
 الْكُتُبِ — مَاذَا يَمْنُوكَ هَذَا الشَّابُّ؟ — مَتَى اسْتَدْعُوا الطَّيِّبَ؟

— Exercise 69 —

Have you reckoned with the grocer and the baker? — The bottle has fallen on the ground and is broken. — Why are they always fighting? — Try (pl) to understand what has happened yesterday. — These plants have become green and soon they will become yellow. — From where have you (s) extracted that? — What do our neighbours possess in this street? — Ask pardon of God for your faults (5) and God will pardon you. — Where and when will they meet? — We have shared our mother's property. — Do not look upon (s) this fact as important. — Where are the books which we bought? — I ask God to grant my prayer (6).

1. The conjunction *فَ* usually means *and*, *then*, *consequently*, etc.; it is sometimes merely an expletive.

2. for *أَنْ لَا* — 3. the fact — 4. your fault — 5. *ذُنُوبُكُمْ* — 6. *صَلَاتِي*

68th Lesson -- DERIVATIVES FROM QUADRILITERAL VERBS

Simple verbs

بَرَّطَلَ
to bribe

Derived verbs

تَبَرَّطَلَ
to be bribed

دَحَجَجَ
to roll

تَدَحَّجَجَ
to be rolled

رَزَعَزَعَ
to shake

تَرَزَّعَزَعَ
to be shaken

The most common derived form of the quadriliteral verb is obtained by placing **ت** before the first radical. It often gives a passive meaning to the simple verb.

This form is conjugated like derived trilateral verb beginning with **ت**.

— Exercise 70 —

أَهَذَا الطَّيِّبُ بَرَّطَلَ ؟ — لَا أَظُنُّ أَنَّهُ يَتَبَرَّطَلُ — أَنْظِرْ إِلَى
الزَّجَاجَةِ كَيْفَ تَتَدَحَّجَجُ — لَا شَكَّ أَنَّ الرِّيحَ رَزَعَزَعَتْ هَذَا
الْبَيْتَ — لِمَاذَا تَبَلَّلَ هَذَا الشَّابُّ أَمَامَكُمْ ؟ — كَيْفَ لَمْ يَقْدِرُوا
أَنْ يَبَرَّطَلُوهُمْ ؟ — بَرَّهِنْ لِي أَنَّهُمْ سَيَنْتَقِصُونَ هَذِهِ الْأَمْوَالَ —
سَأَبْرَهِنُ لَكَ ذَلِكَ — إِنْخَدَعُوا فَتَبَرَّطَلُوا — كَيْفَ بَرَّهِنُ أَنَّهُمْ
قَبِلُوا ذَلِكَ ؟ — هَلِ الرِّيحُ تَرَزَّعَزَعُ الْمَنَازِلَ ؟ — نَعَمْ تَرَزَّعَزَعُهَا —
لِمَاذَا هَذِهِ الْأَشْيَاءُ مُتَبَلِّلَةٌ ؟ — كَيْفَ تَتَدَحَّجَجُ هَذَا الْوَلَدُ
مِنْ السَّلَامِ ؟ — هُوَ لَا يَتَقَضَّاهُ لَا يَتَبَرَّطَلُونَ أَبَدًا

69th Lesson — FORMATION OF COMPOUND TENSES

Imperfect tense

She was drinking	كَانَتْ تُشْرِبُ
We were eating	كُنَّا نَأْكُلُ

The *imperfect tense* is rendered by the present tense of the verb to be conjugated, preceded by the past tense of the verb كَانَ (to be) of the same person and number.

Pluperfect (1)

They had arrived	كَانُوا وَصَلُوا
She had taken flight	كَانَتْ قَدْ هَرَبَتْ ⁽²⁾

The *pluperfect* is rendered by the past tense of the verb preceded by the past tense-of كَانَ.

Future perfect

I shall have returned	أَكُونُ عَدْتُ
We shall have written	نَكُونُ قَدْ كَتَبْنَا

The *future perfect* is rendered by the past tense of the verb preceded by the present tense of كَانَ.

1. The English present perfect tense is rendered by the ordinary past tense in Arabic.

2. This particle, which in the literary language is usually placed between the auxiliary كَانَ and the past tense of the verb conjugated, is not translated in English.

70th Lesson — FORMATION OF COMPOUND TENSES

Conditional present tense

If she listened, she would understand { لوَ كَانَتْ تَسْمَعُ لَكَانَتْ تَفْهَمُ
لوَ أَصَغَتْ لَهَيَمَتْ

The *conditional present* is rendered by the imperfect or the past tense of the verb to be conjugated preceded by the particle *لَ* ; the conjunction *if* is translated by *لوَ* followed by the imperfect or the past tense respectively.

Conditional perfect tense

If he had come, I should have accompanied him لوَ كَانَ أَنِي لَكُنْتُ رَافِقَهُ

The *conditional past* is rendered by the pluperfect tense of the verb to be conjugated preceded by the particle *لَ* ; *if* is translated by *لوَ* followed by the pluperfect.

If you do (s) that, you will succeed

إِنْ تَفْعَلْ ذَلِكَ تَنْجَحْ

If they come, we shall be glad

إِذَا جَاءُوا نَفْرَحْ

The *present tense* preceded by *if* (إِنْ) or *when* (إِذَا) is translated in Arabic by the present, the imperfect or the past tense; however, the verb immediately preceded by *إِذَا* should not be in the present tense.

In conditional sentences with *إِنْ*, the present tense, in the subordinate clause as well as that of the principal clause, ends in (ـة) or loses its final ن, as is the case with the prohibitive particle *يَ*. (1)

1. The same is true for مَنْ used relatively (*he who, she who, etc.*)

— Exercise 71 —

مَاذَا كُنْتُمْ تَفْعَلُونَ؟ — أَيْنَ الْأَوْرَاقِ النَّبِيِّ كَانَتْ عَلَى الْمَكْتَبِ؟ —
 لَمَّا (1) حَضَرَ الْمَسَاءَ كَانُوا قَدْ هَرَبُوا — إِذَا اجْتَمَعُوا أَبْعَدُوهُمْ
 عَنْ هَذَا الْمَكَانِ — مَاذَا كُنْتَ تَأْكُلُ؟ — لَوْ كُنَّا عَلِمْنَا ذَلِكَ لَمَّا
 كُنَّا أَتَيْنَا الْآنَ — لَمَّا تَرَجَعُ نَكُونُ لِبَسْنَا — لَوْ كَانَ مَعِيَ نَهْدٌ
 لَكُنْتُ اشْتَرَيْتُ هَذَا الْبُسْتَانَ — إِذَا أَتَوْا يُخْرِجُ مَعَهُمْ — لَوْ دَرَسَ
 لَحَفَظَ — إِنْ أَكَلْتُمْ تَأْكُلُ مَعَكُمْ — لَوْ لَمْ يَكُنْ أَكْرَمَنِي لَمَّا
 كُنْتُ أَكْرَمْتُهُ — لَمَّا عَلِمْتُ أَنَّ أَخِي قَدْ سَافَرَ — إِذَا حَضَرَ
 الْخَادِمُ قُلْ لَهُ أَنْ يَلْحَقَنِي — لَوْ كُنْتُ عَلِمْتُ ذَلِكَ لَمَّا كُنْتُ تُسْرِبْتُ

— Exercise 72 —

What was John doing in front of our house? — I think (that) he was buying newspapers or magazines. — If he had bought newspapers, he would have told me. — If the doctor had come, I should have gone out. — When we arrived, she had not learnt the news. — What is the name of the young man who was accompanying you? — If he comes, tell him to join us at the market. — When you are dressed, we will tell our friend to come. — If you go to school, we will go with you. — When they translated the book, I was not here. — If we had money, we should have bought this ring. — If you call (s) her, she will come. — If she did not come, I should not call her.

21st Lesson — THE PASSIVE VERB

Past tense

Active form		Passive form
He killed	قَتَلَ	He was killed
He has extracted	أَسْتَجَرَجَ	It has been extracted
He translated	تَرَجَّمَ	It has been translated

The *past tense* of the *passive* verb is formed by placing (ـَ) under the penultimate radical and (ـُ) over the preceding letters which bear vowel-accent.

Present or future tense

He kills, he will kill	يَقْتُلُ	He will be killed
He extracts, will extract	يَسْتَجَرِجُ	It will be extracted
He translates, will translate	يَتَرَجِّمُ	It will be translated

The *present or future tense* of the *passive* verb is formed by placing (ـَ) over the penultimate radical and (ـُ) over the prefix-letter. (1)

1. Sometimes, in Arabic, certain derived forms of the verb supply the passive voice ; e.g. أَيْجَرَجَ التِّلْمِيذُ (the pupil has been wounded).

— Exercise 73 —

كَيْفَ قُطِعَ الْفُضْنُ مِنَ الشَّجَرَةِ؟ — هَلْ تُرْجِمَ الْكِتَابُ؟ —
 أَظُنُّ أَنَّهُ لَمْ يَتَرْجَمَ إِلَى الْآنَ — هَلْ قُتِلَ الشَّابُّ الَّذِي كَانَ مَعَنَا
 أَمْسَ؟ — لِمَاذَا طُرِدَتْ هَذِهِ الْخَادِمَةُ؟ — أَلَيْسَ جُنَّ هَؤُلَاءِ الْعَسَاكِرُ؟
 — يَضُمُّ الْكِتَابُ إِلَى ثَلَاثَةِ أَجْزَاءَ — لِمَاذَا هَؤُلَاءِ الْأَشْخَاصُ
 يُكْرَمُونَ حَيْثُ يَذْهَبُونَ؟ — حَكِيمٌ عَلَى السَّارِقِ بَأَن يَجْبَسَ —
 هَذِهِ الْبُيُوتُ لَا تُتَسَكَّنُ — لَا يُعَادِرُ أَحَدٌ مِنْ هَؤُلَاءِ الشُّبَّانِ —
 مَتَى يُزْرَعُ الْفُطْنُ وَمَتَى يَجْمَعُ؟ — مَاذَا يَصْنَعُ فِي هَذِهِ الْوَرَشِ؟ —
 تَشْتَرِي هَذِهِ الْأَشْيَاءَ مِنَ السُّوقِ — اللَّحْمُ يُوَكَّلُ وَالْمَاءُ يُشْرَبُ

— Exercise 74 —

Where are the flowers which have been gathered? — When will these houses be pulled down? — Why have these children been beaten? — Where has this ring been found? — Will these dogs be poisoned? — Will the pupils learn the lessons which have been explained to them? — When will this poet be presented to the king? — I think that he will be presented to him today. — Will not these exercises be translated? — Has not your (s) money been counted? — Why have those people been driven away from here? — Will these glasses be filled? — The book will be translated, then printed. — Will this news be published today? — I think that it will be published neither today nor to-morrow. — When will this man be questioned on the facts (1) which you know?

72nd Lesson — THE MASDAR or VERBAL NOUN

قَتَلَ	to kill	قَتْلٌ	the act of killing (murder)
ظَهَرَ	to appear	ظُهُورٌ	the act of appearing (appearance)

The *Masdar* is the noun which denotes in an abstract way the action expressed by the verb. The *Masdar* often translates the English infinitive.

Sometimes several *Masdars* are coined from a single verb.

I — *Masdars* formed from trilateral verbs (1)

تَرَكَ	to abandon	تَرْكٌ	abandoning
بَاعَ	to sell	بَيْعٌ	selling, a sale
وَعَدَ	to promise	وَعْدٌ	a promise

The *Masdar* of transitive verbs of *three* letters is generally of the form فَعْلٌ.

خَرَجَ	to go out	خُرُوجٌ	going out, an exit
وَقَعَ	to fall	وُقُوعٌ	a fall
وَصَلَ	to arrive	وُصُولٌ	an arrival

The *Masdar* of intransitive verbs of *three* letters is usually of the form فُعُولٌ. This form is used particularly in the case of verbs denoting motion.

1. The *Masdar* of these verbs varies; usage and the dictionary can alone indicate it.

مِنْ أَمْرِكَ بَفْتَحِ الشَّبَابِ كُنْ أَرْضُ؟ — سِرْتُ كَثِيرًا
 يَنْجَحُ هَذَا الشَّابُّ — هَذَا بَابُ الدُّخُولِ وَذَلِكَ بَابُ الْخُرُوجِ —
 مَنْ يَمْدَحُ يَمْدَحُ — هَلْ تَعْلَمُونَ الْكِتَابَةَ وَالْقِرَاءَةَ؟ — مَا هَذَا
 السُّؤَالُ؟ — مَا عُدْرَكَ عَلَى تَقْلَاكَ؟ — قَدِمْتُ شَقِيقَتِي مِنَ السَّفَرِ
 فَذَهَبْتُ لِلْقَاءِهَا — أَمْرُهُمْ بِالْوُقُوفِ مَدَّةَ سَاعَةٍ ثُمَّ سَمَحَ لَهُمْ بِالْجُلُوسِ
 — مَا هَذَا الصُّعُودُ وَمَا هَذَا النُّزُولُ؟ — لِي أَمَلٌ عَظِيمٌ فِي وَعْدِكُمْ
 — جَبَسَ هَؤُلَاءِ الْأَشْخَاصُ وَاجِبٌ (1) وَقَتْلُ أَوْلِيَاكَ مُفِيدٌ — أَلَمْ
 يَقْبَلْ طَلِبَ هَذِهِ السَّيِّدَةِ؟ — أَقُولُهُمْ صَادِقٌ أَمْ كَاذِبٌ؟

— Exercise 76 —

Who ordered you to leave (2) this place? — Why have they presented this request to the king? — What is the hour of arrival and the hour of departure? — In this school, they learn writing and drawing. — What have you (s) gained by the sale of your garden? — What is the date of your return (5)? — The demolition of this wall is indispensable for the preservation (4) of this house. — What is the date (5) of the appearance of this newspaper? — Who prevents you (f) from entering or going out? — The fertility of the land. — (The) going (6) and (the) returning (7). — The examination of the pupils. — The barking of the dogs. — (The) sweeping and (the) watering.

1. Obligatory, compulsory, indispensable.

2. The Masdars which are not indicated in the foregoing exercise and before which no note is made, are modelled on the form فَعَلَ.

3. الإياب. — 7. الدَّهَاب. — 6. ثَارِبِخ. — 5. حَفْظٌ. — 4. رُجُوعٌ.

73rd Lesson — THE MASDAR or VERBAL NOUN

II — Masdars of verbs of four letters

تَرْجَمَ	to translate	تَرْجَمَةٌ	translation
أَرْسَلَ	to send	إِرْسَالٌ	sending, despatch
عَلَّمَ	to instruct	تَعْلِيمٌ	instruction
شَاجَرَ	to dispute	مُشَاكَرَةٌ	dispute

The Masdars of verbs composed of *four* letters are regular and are generally formed on the models of the above forms.

III — Masdars of verbs of five and six letters

تَأَسَّفَ	to regret	تَأَسُّفٌ	regret
تَدَخَّرَ	to roll	تَدَخُّرٌ	rolling

The Masdar of verbs composed of *five* letters the 1st of which is an additional *ت* is formed by replacing the vowel-sign of the penultimate letter by (ـِ).

اجْتَمَعَ	to meet	اجْتِمَاعٌ	a meeting
اِسْتَلِمَ	to be informed	اِسْتِلَامٌ	information
اِسْتَعْمَلَ	to use	اِسْتِعْمَالٌ	use

The Masdar of other verbs composed of *five* letters and of those composed of *six* letters is formed by changing the vowel-accent of the 3rd letter to (ـِ) and adding *ل* before the final radical.

— Exercise 77 —

مَاذَا تَعْمَلُونَ فِي اجْتِمَاعَاتِكُمْ؟ — هَلْ بَدَأْتَ تَرْجِمَةَ هَذَا الْكِتَابِ؟
 — أَيْنَ تَكُونُ الْمُقَابَلَةُ؟ — هَلْ يَطْلُبُ اسْتِعْلَامَاتٍ بِشَأْنِ هَذِهِ
 الْمَسْأَلَةِ (٣)؟ — هَذِهِ الْكُتُبُ مُفِيدَةٌ جِدًّا لِلتَّعْلِيمِ — لَا أَرْغَبُ
 اسْتِعْمَالَ هَذِهِ الصَّكَلِمَاتِ فِي هَذَا الْمَوْضِعِ — أَتأملُ الحُصُولَ
 عَلَى ذَلِكَ؟ — يَلْزِمُ اسْتِئْذَانُ نَاطِلِ الْمَدْرَسَةِ قَبْلَ الْخُرُوجِ —
 يَرْغَبُ اسْتِحْضَارُ هَؤُلَاءِ الْأَشْخَاصِ فِي الْحَالِ — الْعِلْمُ أَعْظَمُ
 مِيرَاثٍ يَتْرُكُهُ الْآبَاءُ لِلْأَبْنَاءِ — إِكْرَامُ السَّيِّدَاتِ وَاجِبٌ — حَصَلَتْ
 مُشَاجَرَةٌ بَيْنِي وَبَيْنَ هَذَا الشَّابِّ — يَلْزِمُ مُرَاقَبَةُ هَؤُلَاءِ الْأَوْلَادِ

— Exercise 78 —

Nobody has been sent to accompany these children. —
 We have three meetings a month. — How do you make
 these translations? — Instruction is compulsory in this
 country (3). — What is the date of the presentation of the
 books? — Why do they wish to use this word instead of
 that? — When have they forbidden you to send money to
 this merchant? — We must make these people come here. —
 Were you present at the prince's reception? — Why does she
 ask for this information? — Do they not wish to use these
 words in their exercises? — Why do you refuse to send your
 children to this school? — Do you wish to enter them at the
 university? — The presentation of (the) requisitions will take
 place (4) to-morrow morning.

1. concerning... — 2. question. — 3. القَطْرُ — 4. يَكُونُ

74th Lesson — DEGREES OF COMPARISON

The Comparative

Comparative of equality

She is as tall as her brother

هي طويلة مثل شقيقها

The *comparative of equality* is formed by placing after the adjective *مِثْلُ* — *as* or *ظَرِ* (as) which translate the expression *as ... as*.

Comparative of superiority

كَبِيرٌ (from the verb) أَكْبَرُ greater

صَغِيرٌ (from the verb) أَصْغَرُ smaller

The *comparative of superiority* of adjectives derived from *simple trilateral* verbs is formed on the model of أَفْعَلٌ, by reducing these adjectives to the radicals of the verbs from which they are derived and placing أَ before them.

مُجْتَهِدٌ diligent أَكْثَرَ اجْتِهَادًا more diligent
أَبْيَضٌ white أَشَدَّ بَيَاضًا whiter

The *comparative of superiority* of adjectives derived from verbs of *more than three* letters (quadrilateral or derived) and the comparative of adjectives denoting colours or deformities, are obtained by placing before the substantives (1) corresponding to these adjectives one of the expressions أَكْثَرُ (more), أَشَدَّ (stronger) or another equivalent.

1. These substantives are terminated by (أ).

Comparative of inferiority

سَهْلٌ	easy	(سَهْلَةٌ)	أَقَلُّ سَهْلَةً	less easy
صَعْبٌ	difficult	(صَعْبَةٌ)	أَقَلُّ صَعْبَةً	less difficult
مُجْتَهِدٌ	diligent	(مُجْتَهِدٌ)	أَقَلُّ اجْتِهَادًا	less diligent
أَحْمَرٌ	red	(أَحْمَرٌ)	أَقَلُّ أَحْمَرًا	less red

The comparative of *inferiority* is obtained by placing the word أَقَلُّ (less) before the substantive corresponding to the adjective.

These boys are taller than these girls

هؤلاء الصبيان أطول من هؤلاء البنات

This girl is more diligent than that

هذه ابنة أكثر اجتهداً من تلك

My books are less clean than yours

كتبي أقل نظافة من كتبك

This cloth is less black than that

هذا الجوخ أقل سواداً من ذاك

This stuff is less yellow than that

هذا القماش أقل اصفراراً من ذاك

The comparative is always invariable ; *than* is translated by *من*.

75th Lesson — DEGREES OF COMPARISON

The Superlative

The Superlative (relative)

Mary and her brother are the
smallest of the pupils

مَرْيَمَ وَشَقِيقَهَا أَصْغَرَ التِّلَامِيذَةِ

The *superlative* of adjectives derived from *simple trilateral* verbs, followed by its complement, is rendered by the comparative which remains invariable.

These (d) are the most diligent
of your children

هَؤُلَاءِ أَكْثَرُ اجْتِهَادًا مِنْ أَوْلَادِكُمْ
هِيَ الْأَكْثَرُ سَوَادًا مِنْ نِعَاجِي

This is the blackest of my ewes

The *superlative* of adjectives formed from verbs of *more than three* letters (quadrilateral or derived) and the superlative of adjectives which denote colours or deformities, are obtained by placing the definite article before the corresponding comparative ; *of* is translated by مِنْ.

Superlative of inferiority

She is the least beautiful of our
neighbours

هِيَ الْأَقْلُ جَمَالًا مِنْ جِيرَانِنَا

The *superlative of inferiority* is the comparative preceded by the definite article ; *of* is translated by مِنْ.

— Exercise 79 —

لَا شَكَّ أَنَّ هَذِهِ الدُّرُوسَ أَسْهَلَ مِنَ الَّتِي حَفَظْتُمُوهَا أَمْسَ — هَذَا
 أَغْنَى تِجَارَ الْمَدِينَةِ ^(١) — هَلْ إِخْوَتُكُمْ طُولَ الْيَوْمِ كَأَوْلَادِ عَمِّكُمْ ؟ —
 أَظُنُّ أَنَّهُمْ أَقْصَرُ مِنْهُمْ قَلِيلًا — هَذِهِ الْأَقْفِصَةُ أَكْثَرُ يَافِضًا مِنْ تِلْكَ
 — هَذِهِ الْأَبْتَةُ أَجْمَلُ إِخْوَانِهَا — أَوْضَعِي أَوْسَعَ مِنْ أَوْضَعِ صَدِيقِي
 — لَا رَيْبَ أَنَّ هَذَا الطَّيِّبَ أَمْرٌ مِنَ الَّذِي جَاءَ أَمْسَ — هَذَا أَكْبَرُ
 أَبْنَاءِ عَمَّتَا وَذَلِكَ أَصْغَرُهُمَا وَهَذَا أَعْلَمُهُمْ وَذَلِكَ أَذْكَاهُمْ — هَذِهِ
 التَّمَارِينُ أَصْعَبُ مِنَ الَّتِي تَرَجَعْنَاهَا — أَنَا أَظُنُّ أَنَّهَا أَقْلُ صَعُوبَةٍ
 مِنْهَا — هَذِهِ الْأَجْوَانُ هِيَ الْأَكْثَرُ سَوَادًا وَتِلْكَ الْأَقْلُ يَافِضًا

— Exercise 80 —

This is the tallest of my sons and that is the smallest of my daughters. — This cloth is not so black as (less black than) that which we bought. — This lesson is easier than that (the lesson) of yesterday and more difficult than that (the lesson) of the day before yesterday. — Are your children more diligent or less diligent than those (the children) of your cousins ? — I think that they are more diligent and more intelligent than they. — These engineers are more skilful than those. — These are the most skilful engineers of the town. — These stuffs are not so green as (less green than) that which we sell. — Is not this house larger than our sister's house ? — I think that it is a little smaller than hers (her house). — John is the poorest of the family.

t. the town.

76th Lesson — THE CASES OF THE ARABIC DECLENSION

In Arabic, there are *three* cases which are distinguished by final vowel-accents. They are :

1^o the *Raf'a* الرَّفْعُ 2^o the *Nasb* النَّصْبُ 3^o the *Garr* الْجَرُّ
sign : (ُ) sign : (ِ) sign : (ـ)

1st Case — الرَّفْعُ (ُ)

The pupil has succeeded

نَجَحَ التِّلْمِيذُ

The *Raf'a* usually denotes the subject.

2nd Case — النَّصْبُ (ِ)

He has published the news

نَشَرَ الْخَبَرَ

I struck him to-day

ضَرَبْتَهُ الْيَوْمَ

Joseph was our servant

كَانَ يُوسُفُ خَادِمَنَا

The book is the companion of man

إِنَّ الْكِتَابَ رَفِيقُ الْإِنْسَانِ

The *Nasb* usually marks the direct complement of the verb, circumstantial words, the complement of the verb *كَانَ* (to be) and similar verbs (1), the complement of the particles *إِنْ* - *أَنَّ* (2) and their compounds (3).

1. of which the chief are : *صَارَ* (to become), *أَصْبَحَ* (to be in the morning), *أَمْسَى* (to be in the evening).

2. The particle *إِنْ* which is generally used to give more force to a phrase, is placed before the subject noun, if the latter stands before the verb ; in such a case it is not translated in English.

3. E.g. *لَأنَّ* (because), *كَانَ* (as if), *لَكنَّ* (but).

3rd Case — الْجَرَّ — (جـ)

مِفْتَاحُ الْبَابِ

The key of the door

قَصِيرُ الْقَامَةِ

Short of stature

مِنْ الْمَدِينَةِ

From the city

The *Garr* is usually applied to the complement of a noun, adjective or preposition.

Exceptions :

1o. The *dual* ends in *ان* in the *Raf'a* and *ين* in the *Nasb* and *Garr*.

2o. The *regular plural masculine* ends in *ون* in the *Raf'a* and *ين* in the *Nasb* and *Garr*.

3o. The *regular plural feminine* ends in *ات* in the *Nasb*.

4o. The *five following nouns* take *و* in the *Raf'a*, *ل* in the *Nasb* and *ي* in the *Garr* :

Father أَبُو

Brother أَخُو

Father-in-law حَمُو

Mouth فُو

Possessor ذُو

أَبَا

أَخَا

حَمَا

فَا

ذَا

أَبِي

أَخِي

حَمِي

(ل) فِي

ذِي

E.g. جَاءَ أَبُوكَ شَكَرْتُ أَبَاكَ كَتَبْتُ إِلَى أَيْكَ

Remark. — the four former substantives accompanied by *ل* or by the conjunctive pronoun of the first person singular are written : *أَب — أَخ — حَم — فَم*.

E.g. *أَلَاخَ* (the brother) — *فِي فِي* (my mouth).

1. It is also said *فَم* , in the three cases.

77th Lesson — THE CASES OF THE ARABIC DECLENSION
THE DOUBLING OF THE FINAL VOWEL-ACCENT

A French poet said

قَالَ شَاعِرٌ فَرَنْسَاوِيٌّ

I have read a book

قَرَأْتُ كِتَابًا

Branches of trees

فُرُوعُ شَجَرٍ

The final vowel-accent is doubled if the word on which it is placed is undetermined; this doubling of the vowel-accent is called *tanwin*: (ـُ), (ـً), (ـٍ).

l is added to the termination (ـِ), but it does not affect the pronunciation.

أَجْزَاءُ

parts

مَدِينَةٌ

town

قُورَى

villages

If the undetermined word ends in ا — ء — ي, the final l is suppressed (1).

THE 3rd PERSON OF THE PRONOUN

هُوَ

فِيهِ

عَلَيْهِ

يَا

فِيهِمْ

عَلَيْهِمْ

For the sake of euphony, after (ـِ) or after ي without an accent or having (ـِ) over it, the accent of the 3rd person of pronoun (singular and plural) becomes (ـِ).

1. The (ـِ) is sometimes used to form adverbs; e.g. يَوْمِيًّا (daily, day by day), شَهْرِيًّا (monthly), سَنَوِيًّا (annually).

— Exercise 81 —

كَمْ (١) سَاعَةً اشْتَرَيْتُمْ؟ — كَمْ خَبَرًا فِي هَذِهِ الْجَرِيدَةِ؟ — لَأَشْكُ
 أَنْ هُوَ لَا السَّيَّاتِ فَاضِلَاتٌ — تَرْجَمْنَا الصِّكَّابَ الَّذِي أَرْسَلَ
 إِلَيْنَا — كُنْتُ فَقِيرًا فَصُرْتُ غَنِيًّا — كَمْ مَوْفَاتًا تَقْرَءُونَ فِي السَّيَّةِ؟
 — عِنْدَنَا عَرَبَةٌ وَحِصَانَانِ — أَكْرَمُوا آبَاءَكُمْ وَأُمَّهَاتِكُمْ — لَا أَظُنُّ
 أَنْ أَخَاكَ يُحَاسِبُ الطَّيِّبَ الْيَوْمَ — مَتَى وَعَدْتَنِي هَذَا الشَّابُّ
 بِالْخُرُوجِ مَعِي؟ — كَمْ نُسْخَةً أَرْسَلُوا إِلَى الْجَرَائِدِ؟ — مَا اسْمُ
 هَذَا الرَّجُلِ وَمَا اسْمَاءُ أَوْلَادِهِ؟ — كَمْ عَسْكَرِيًّا وَصَلَ آمَسَ؟

— Exercise 82 —

Do you know the doctor who lives in this little street? — I know him very slightly (little). — These merchants sold (some) cloth and (some) stuffs to my brother. — Has Joseph returned with his friends? — The dog is a friend of (the) man. — Where do you wish that he sends his son? — This princess was poor but she has become very rich. — Have you thoroughly (2) understood the lessons which we have explained to you? — How many pages have you written? — I love (3) my father and my mother. — He loves his brother and his sister. — We love our parents (4). — I think that our neighbours will never leave their house. — What are these engineers doing here? — He hopes that his son and his brother will succeed. — Has John gone out with his father or his brother? — We shall set out (5) in (6) a month or two (months).

1. The noun immediately following كَمْ (how much, how many?) is in the singular and in the *Nash*.

2. يُحِبُّ - 3. to love - 4. parents - 5. to set out - 6. بعد .

78th Lesson — THE NUMERALS

CARDINAL NUMERALS

Three men	ثَلَاثَةُ رِجَالٍ	Nine women	تِسْعَ نِسَاءٍ
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a) - The numerals from *three* to *nine* inclusive are written in the feminine if the noun which follows them is masculine and vice-versa,

The noun is placed in the plural and in the *Garr*.

Eleven men	أَحَدَ عَشَرَ رَجُلًا
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Twelve books

إِثْنَانِ (1) عَشَرَ كِتَابًا

Nineteen women

تِسْعَ عَشَرَ امْرَأَةً

Sixty-five pupils

خَمْسَةٌ وَسِتُونَ تَلْمِيزًا

b) - The numerals from *eleven* to *ninety-nine* inclusive take the following noun in the singular and in the *Nash*. (2)

Ten men	عَشْرَةَ رِجَالٍ	Eleven girls	أَحَدِي عَشْرَةَ بِنْتًا
Ten women	عَشْرَ نِسَاءٍ	Seventeen boys	سَبْعَةَ عَشَرَ صَبِيًّا

c) - The numeral *ten*, when used alone, follows the same rule as the numerals in class (a).

When used with another number, it is written in the same gender as the noun to which it refers; the noun is put in the singular and in the *Nash*.

1. أَحَدٌ and إِثْنَانِ or اثْنَيْنِ	give the feminine forms	أَحَدِي and إِثْنَانِ
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2. The numerals from *eleven* to *nineteen* inclusive, as well as the « tens » or *إِثْنَيْنِ*, etc., always end in (ـة).

Five hundred men

خَمْسَةُ رَجُلٍ

Four thousand women

أَرْبَعَةُ آلَافِ امْرَأَةٍ

d) — The numerals *hundred* and *thousand* require the noun which follows them to be in the singular and in the *Garr* (1).

ORDINAL NUMERALS

First	أَوَّلُ	Eleventh	حَادِي عَشَرَ
Second	(2) ثَانٍ	Twelfth	ثَانِي عَشَرَ
Third	ثَالِثٌ	Thirteenth	ثَالِثَ عَشَرَ
Fourth	رَابِعٌ	Fourteenth	رَابِعَ عَشَرَ
Fifth	خَامِسٌ	Fifteenth	خَامِسَ عَشَرَ
Sixth	سَادِسٌ	Sixteenth	سَادِسَ عَشَرَ
Seventh	سَابِعٌ	Seventeenth	سَابِعَ عَشَرَ
Eighth	ثَامِنٌ	Eighteenth	ثَامِنَ عَشَرَ
Ninth	تَاسِعٌ	Nineteenth	تَاسِعَ عَشَرَ
Tenth	عَاشِرٌ	Twenty-first	حَادِي وَعِشْرُونَ

The 17th article

الْمَادَةُ السَّابِعَةُ عَشْرَةَ

The 34th line

الْطَّرَاقُ الرَّابِعُ وَالثَّلَاثُونَ

The ordinal numerals are used in the same gender as the nouns to which they refer. ^{أَوَّلُ} is an exception, making its feminine ^{أَوَّلَى}.

1. See p. 26 (2) and (3) — 2. for ثَانِي.

— Exercise 83 —

لَمَتِ لَمَائِيَةَ كُتُبٍ وَخَمْسَةَ وَعِشْرِينَ دَقْقَةً وَسَبْعَ دَوَاةٍ — اِفْتَحُوا
الدَّرْسَ السَّادِسَ ثُمَّ الْخَامِسَ وَالْعِشْرِينَ — فِي هَذَا الْمُوَلَّفِ
مِثَالَانِ وَثَلَاثُونَ صَحْفَةً وَفِي كُلِّ صَحْفَةٍ أَرْبَعَةٌ عَشَرَ سَطْرًا وَفِي كُلِّ
سَطْرِ سَبْعَ كَلِمَاتٍ تَقْرِيًّا — عِنْدَهُ ثَلَاثَةُ صَبْيَانٍ وَخَمْسُ بَنَاتٍ —
سَكَنْتُ فِي الدَّوْرِ الْأَوَّلِ وَسَكَنْتُ أَخِي فِي الدَّوْرِ الثَّالِثِ — هَذِهِ
سَنَةٌ ١٩١٠ — أَظُنُّ أَنَّ فِي الدَّوْرِ الْأَوَّلِ أَرْبَعَ أَوْصٍ وَفِي الثَّانِي
وَالثَّالِثِ خَمْسًا — يُوجَدُ فِي هَذِهِ الْكَلِمَةِ سَبْعُمِائَةً وَتِسْعُونَ
تَلْمِيزًا — كَمْ يَوْمًا فِي السَّنَةِ؟ — كَمْ سَطْرًا كَتَبْتُمْ؟

— Exercise 84 —

In the year (there are) three hundred and sixty-five days, in the
month thirty or thirty-one days and in the week seven days. — Have
you understood the tenth and the nineteenth lessons? — We have
three dogs and two cats. — How many lessons have you studied? —
Have you (s) copied the fifty-sixth article? — In the hour (there are)
sixty minutes and in the minute sixty seconds. — What is the fourth
sentence of this exercise? — In this family (there are) five doctors,
four engineers, three school-mistresses, two advocates and one
merchant. — How many houses have you? — Open (pl) the eleventh
page of the dictionary. — I have bought a house of six stories and
on (l) each storey (there are) fourteen rooms. — 56 (2) men. — 243
women. — 612 boys. — 4378 girls. — 16 sheep. — 8 camels. — 129
cocks — 25 hens. — 837 horses.

1. فِي — 2. Write in letters.

— Exercise 85 —

(4) ^{١٥}إِنَّ مِصْرَ ^(١)مِنْ أَخْصَبِ ^(٢)الْبِلَادِ ^(٣)وَمَوْقِعُهَا ^(٤)فِي الشَّمَالِ الشَّرْقِيِّ
 مِنْ أَفْرِقْيَا ^(٥)عَلَى سَاحِلِ ^(٦)الْبَحْرِ الْاَبْيَضِ ^(٧)وَهِيَ مِنْ
 أَقْدَمِ ^(٨)الْبِلَادِ الْمَشْهُورَةِ ^(٩)فِي النَّارِيعِ وَكَانَ الْفِرَاعُونُ ^(١٠)مُلُوكًا لَهَا
 فِي قَدِيمِ ^(١١)الرَّمَّانِ وَتَشْهَدُ ^(١٢)آثَارُهُمْ ^(١٣)عَلَى تَقْدِمِ ^(١٤)الْمِصْرِيِّينَ فِي
 تِلْكَ ^(١٥)الْأَيَّامِ وَمِنْ هَذِهِ ^(١٦)الْآثَارِ الْاَهْرَامُ ^(١٧)وَقَدْ بَنَاهَا ^(١٨)بَعْضُ
 مُلُوكِهِمْ لِتَكُونَ ^(١٩)قُبُورًا ^(٢٠)لَهُمْ وَفِي هَذِهِ ^(٢١)الْبِلَادِ يَمْتَدُّ ^(٢٢)نَهْرُ
 النِّيلِ ^(٢٣)وَهُوَ مِنْ أَعْظَمِ ^(٢٤)أَنْهَارِ ^(٢٥)الْأَرْضِ وَتَصُبُّ ^(٢٦)مِيَاهُهُ ^(٢٧)فِي
 الْبَحْرِ الْمَذْكُورِ وَفِي الْقَطْرِ ^(٢٨)الْمِصْرِيِّ ^(٢٩)مَدَنٌ ^(٣٠)شَهِيرَةٌ أَكْثَرُهَا
 الْقَاهِرَةُ ^(٣١)وَهِيَ الْمَاصِمَةُ ^(٣٢)

-
1. Egypt - 2. بلاد و بلدان - 3. countries - 4. situation - 5. North-East - 6. shore - 7. the Mediterranean Sea - 8. renowned - 9. the Pharaohs - 10. آثار monuments - 11. progress - 12. the Pyramids - 13. some - 14. قبر a tomb - 15. يمتد to stretch - 16. the Nile - 17. صب to pour - 18. مياه waters - 19. القطر - 20. towns - 21. Cairo - 22. the capital.

— Exercise 86 —

وَفِي مِصْرَ يُزْرَعُ الْقُطْنُ وَهُوَ مِنْ أَهَمِّ مَوَارِدِ الثَّرْوَةِ (١) فِيهَا
وَيُجْمَعُ الْقُطْنُ فِي فَصْلِ الْخَرْيَفِ ثُمَّ يُرْسَلُ إِلَى الْإِسْكَانْدَرِيَّةِ (٢)
وَمِنْهَا يُحْمَلُ عَلَى السَّفِينِ (٣) إِلَى كَثِيرٍ مِنْ مَمَالِكِ أَرْوَبَا (٤)
فَيُغْرَلُ (٥) هُنَاكَ وَيُنْسَجُ (٦) مِنْهُ الْأَقْمِشَةُ الَّتِي تُصْنَعُ مِنْهَا الْمَلَابِسُ (٧)
(٨) (٩)

1. more important - 2. sources of wealth - 3. Alexandria - 4.

سَفِينَةٍ مَمْلُوكَةٍ a Kingdom, a State - 6. Europe - 7.
ship - 5.

غَرَلَ to spin - 8. نَسَجَ to weave - 9. (the) clothes.

APPENDIX

—000000—

TECHNICAL & ADMINISTRATIVE TERMS



THE GOVERNMENT

State

دولة

Government

حكومة

Presidency of the Council of Ministers

رئاسة مجلس النظار

Council of Ministers

مجلس النظار

The Ministries

النظارات

Ministry of Foreign Affairs

نظارة الخارجية

Ministry of Finance

نظارة المالية

Ministry of War

نظارة الحرب

Ministry of Education

نظارة المعارف العمومية

Ministry of the Interior

نظارة الداخلية

Ministry of Justice

نظارة الحقوق

Ministry of Public Works

نظارة الأشغال العمومية

Legislative Body

الهيئة التشريعية

Legislative Council

مجلس شورى القوانين

General Assembly

الجمعية العمومية

ADMINISTRATIVE HIERARCHY

Permanent Staff	مُسْتَعْمَدُونَ دَاخِلُونَ فِي هَيْئَةِ الْعَمَالِ
Unclassified Employees	مُسْتَعْمَدُونَ لَيْسَ لَهُمْ دَرَجَاتٌ
Agents hors cadres	خُدَمَةُ خَارِجُونَ عَنْ هَيْئَةِ الْعَمَالِ
Common Servants	خُدَمَةُ سَائِرَةٍ.

Minister	نَاظِرٌ	Inspector	مُفْتِشٌ
Adviser	مُسْتَشَارٌ	Sub-Inspector	وَكِيلُ مُفْتِشٍ
Under-Secretary of State	وَكِيلُ نِظَارَةٍ	Assistant-Inspector	مُسَاعِدُ مُفْتِشٍ
Director-General	مَدِيرُ عَامٍّ	Private Secretary	سَكْرَتِيرٌ خُصُوصِيٌّ
Controller	مُرَاقِبٌ	Chief clerk	رَئِيسُ قَلَمٍ
Director	نَاظِرُ إِدَارَةٍ — مَدِيرٌ	Second clerk	وَكِيلُ قَلَمٍ
Sub-Director	وَكِيلُ إِدَارَةٍ	Clerk	كَاتِبٌ

Official	مَوْظِفٌ	Cashier	صَرَّافٌ
Employé	مُسْتَعْمَدٌ	Keeper of Records	أَمِينُ مَحْفُوظَاتٍ
Foreign	أَجْنَبِيٌّ	Bursar	أَمِينُ تَوْرِيذَاتٍ
Native	وَطَنِيٌّ	Librarian	أَمِينُ سَكْنَةِ
Permanent	دَائِمٌ — مُبْتَدِئٌ	Store-Keeper	مُخَزِّنِيٌّ
Temporary	ظُهُورَاتٌ	Messenger	سَاعٍ

THE BUDGET

Budget	ميزانية	Allowances	مُرتَبَات
Year 4910	سنة ١٩١٠	Pensions	مُكاشَات
Chapter	فصل	Indemnities	تَعَوُّضَات
Receipts	إيرادات	Subventions, grants	إِعَانَات
Expenditure	مُصْرُوفَات	Gratuities	مُكَافَأَات
Ordinary expenditure	مُصْرُوفَات عَادِيَه	General Reserve	إِحْتِيَاطِي عُمُومِي
Special expenditure	مُصْرُوفَات خُصُوصِيَه	Credits	إِعْتِمَادَات
Secret expenditure	مُصَارِيف سِرِّيَه	Supplementary credit	إِعْتِمَادَاتُ أَضَافِيَّه
Miscellaneous expenses	مُصَارِيف مُتَنَوِّعَه	Dues	رُسُوم
Unforeseen expenses	مُصَارِيف غَيْر مُنْظُورَه	Taxes	عَوَائِد
General expenses	مُصَارِيف عُمُومِيَه	Taxation, taxes	أَمْوَال
Transport expenses	مُصَارِيف إِتْقَال	Estimates	تَقْدِيرَات
Cost of printing	مُصَارِيف مَطْبُوعَات	Surplus	زِيَادَه
Sundries	مُصَارِيف نَثَرِيَه	Deficit	عُجْز
Travelling allowances	بَدَل سَفَرِيَه	Saving	وَفَر
Salary	مَاهِيَات	Transfer	نَقْل — تَحْوِيل

ADMINISTRATIVE WORDS IN FREQUENT USE

Rescript إِرَادَة سَيِّدِيَّة

Khedivial Ordinance أَمْر كَرِيم

Law, Code قَانُون

Decree أَمْر عَالٍ

Ministerial Order قَرَار وَزَارِيَّ

Statute, regulation لَائِحَة

Circular مَنشُور

Notice إِعْلَان

Agreement اِتِّفَاق

Report تَقْرِير

Memorandum مَذْكُرَة

Letter مَكَاتِبَة — إِفَادَة — رِسَالَة

Order أَمْر

Decision قَرَار

Certificate شَهَادَة

Draft, project مَشْرُوع

Copy صُورَة — نُسْخَة

Leave إِجَازَة

MINISTRY OF WAR

Headquarters Staff	أركان حرب
Military School	مدرسة حربية
Department of Supplies	لوازمات الجيش
Recruiting Department	إدارة الفرقة
Equipment	تجهيزات
Munitions	ذخائر
Rations	تعيينات
Garrison	حامية
Escort	حرس
General	قائد — جنرال
Adjutant General	أدجوتانت جنرال
Aide de camp	ياور
Officer	ضابط
Non-commissioned officer	صف ضابط
Soldier	جندي — عسكري

MINISTRY OF EDUCATION

Superior Council	المجلس الأعلى
School Management Committee	اللجنة العلمية الإدارية
School of Medicine	مدرسة الطب
School of Engineering	مدرسة الهندسة
Khedivial School of Law	مدرسة الحقوق الخديوية
Training College	مدرسة المعلمين
School of Agriculture	مدرسة الزراعة
Technical School	مدرسة الصنائع
Industrial School	مدرسة الصناعة
Egyptian Mission	الإرسالية المصرية
Primary school	مدرسة ابتدائية
Secondary school	مدرسة ثانوية
Higher college	مدرسة عالية
Department of Agriculture and Technical Education	إدارة الزراعة والتعليم الصناعي
Model Workshops	الورش الصناعية
Khedivial Library	المكتبة الخديوية

MINISTRY OF THE INTERIOR

ديوان الموم
Central Administration

قسم الضبط وال مطبوعات
Public Security Department and Press Bureau

قسم تحقيق الشخصية
Identification Service

قسم البوليس
Police Service

مديرية
Mudiria, province

محافظة
Governorate

مركز
Markaz, district

مدير
Mudir

مديرية

محافظة

مركز

مدير

Sub-Mudir, wakil

Governor

Sub-Governor

Commandant of police

وكيل مديرية

محافظ

وكيل محافظة

حکمدار پوليس

البلديات Municipalities

Municipal commission

Local commission

Municipal delegation

Electoral college

Elected members

Exporters

Importers

Proprietors

مجلس بلدي

مجلس محلي

مأمورية بلدية

لجنة الانتخابات

الأعضاء المنتخبون

تجار الصادرات

تجار الواردات

أصحاب الاملاك

Department of Public Health

مصلحة الصحة العمومية

Scavenging and Watering Service

قسم الكنس والرش

Khedivial Laboratory

المعمل الكيميائي الخديوي

Hygienic Institute

المعمل البكتريولوجي

Vaccine Institute

معمل استخراج المادة الجذرية

Medical Service

القسم الطبي

Veterinary Surgeon

طبيب بيطري

Veterinary Service

القسم البيطري

Chemist

كيميائي

Antirabic Institute

مستشفى الكلب

Midwife

حكيمة - قابلة

(Ophthalmic hospital)

مستشفى

Prophylactic measures

احتياطات صحية

Lunatic Asylum

مستشفى المجاذيب

Infections diseases

أمراض عفنة

Slaughter-house

سلاخانة

Disinfection

تطهير

Principal medical officer

حكيم باثني

Drugs

أدوية

Prisons Department

تفتيش عموم السجون

Reformatory School

إصلاحية الأحداث

Prison

سجن

Repression of Slave Trade Department

مصلحة منع تجارة الرقيق

Sanitary, Maritime and Quarantine Board

مجلس الصحة البحرية والكنزات

Encampment

مخيم

Pilgrims

حجاج

MINISTRY OF PUBLIC WORKS

Administrative Service	قِسْمُ الْإِدَارَةِ
Technical Service	قِسْمُ الْبِنْدَسَةِ
Irrigation Department	تَقْتِشُ عُمُومِ الرِّيِّ
1st Circle of Irrigation	تَقْتِشُ دِي الْقِسْمِ الْأَوَّلِ
Conversion of Basins	تَحْوِيلُ الْإِحْيَاضِ
Buildings Department	إِدَارَةُ عُمُومِ الْمَبَانِي
Tanzim and Roads Service	إِدَارَةُ التَّنْظِيمِ وَالطَّرِيقِ
Zoological Garden	حَدِيقَةُ الْحَيَوَانَاتِ
<hr/>	
Director of Works	مُدِيرُ أَعْمَالِ
Chief Engineer	بَاشْمُهَنْدِسِ
Electrical Engineer	مُهَنْدِسُ كَهْرَبَائِيٍّ
Mechanical Engineer	مُهَنْدِسُ مِيكَانِيكِيٍّ
Architect	مُهَنْدِسُ مِعْمَارِيٍّ
Draughtsman	رَسَّامٌ
Engineering Works	أَشْغَالُ فَنِيَّةِ

Reservoir	خَزَان
Dams	قَنَاطِر
Swing-bridges	كِبَارِي مَشْحَرَكَة
Upkeep and Repairs	صِيَانَة وَتَرْمِيم
Agricultural Roads	سَكَاك زَرَاعِيَة
Canals and drains	تُرُوع وَمَصَارِف
Machines	آلَات
<hr/>	
Antiquities Department	إِدَارَة عُمُومِ الْأَنْثَار
<hr/>	
Railway Administration	مَصْلَحَة السِّكِّكَ الْحَدِيدِيَّة
Permanent Way Department	قِسْمُ هَنْدَسَةِ السِّكِّكَ
Traffic Department	قِسْمُ الْإِدَارَةِ
Goods Department	قِسْمُ الْبَضَائِعِ
Rolling Stock Department	قِسْمُ هَنْدَسَةِ الْوَابُورَاتِ
<hr/>	
Telegraph Department	مَصْلَحَة التَّلِغْرَافَاتِ

MINISTRY OF JUSTICE

Court of Appeal	مَحْكَمَةُ اسْتِئناف	Counselloer, judge	مُسْتَشَار — قَاضٍ
Assize Court	مَحْكَمَةُ جَنَايَاَت	Judges	قَضَاةٌ
Mixed Tribunal	مَحْكَمَةُ مُخْتَلِطَة	Chief clerk, registrar	بَاشِي كُتَّاب
Native Tribunal	مَحْكَمَةُ أَهْلِيَّة	Registrar	كَاتِبٌ أَوَّلٌ
Tribunal of 1st Instance	مَحْكَمَةُ اِبتِدَائِيَّة	Assistant registrar	كَاتِبٌ ثَانٍ
Mehkemeh	مَحْكَمَةُ شَرْعِيَّة	Usher	مُخَضَّر
Parquet	النَّيَّابَةُ	Copying-clerk	مِصْنُ
Registries	أَقْلَامُ الْكِتَاب	Copyist	نَسَّاحٌ
President of a Tribunal	رَئِيسُ مَحْكَمَةٍ	Medico-legal expert	طَبِيبٌ شَرْعِيٌّ
Procureur-Général	نَائِبُ عُمُومِيٍّ	Sitting	جَلْسَةٌ
Chef de parquet	رَئِيسُ نِيَابَةٍ	Lawsuit, action	قَضِيَّةٌ
Substitute	وَكِيلُ نِيَابَةٍ	Judicial police	الضَّبْطِيَّةُ الْقَضَائِيَّةُ

OTHER DEPARTMENTS

Caisse de la Dette Publique صندوق الدين العمومي

Guaranteed debt

الدين المضمون

Privileged debt

الدين الممتاز

Unified debt

الدين الموحد

Loan

سلفة — قرض

Annuity

قسط سنوي

Interest

قائدة

Redemption

إستلاك

Title-deeds

أوراق مالية

Shares

أسهم

Debentures

سندات

Wakfs Administration

إدارة عموم الأوقاف

State Domains Department

مصلحة الأراضي الأميرية

Museum of Arab Art

دار الآثار العربية

Khedivial Agricultural Society

الجمعية الزراعية الخديوية

SUDAN GOVERNMENT

Office of the Governor-General	مَكْتَبُ الْحَاكِمِ الْعَامِّ
Office of the Inspector-General	مَكْتَبُ الْمُفْتِشِّ الْعَامِّ
Civil Secretary's Department	إِدَارَةُ السِّكْرَتِيرِ الْعَامِّ
Legal Secretary's Department	إِدَارَةُ الْقَضَائِيَّةِ
Financial Secretary's Department	إِدَارَةُ الْمَالِيَّةِ
Intelligence Department	إِدَارَةُ الْمُخَابَرَاتِ
Education Department	إِدَارَةُ الْمَعَارِفِ
Woods and Forests Department	إِدَارَةُ الْغَابَاتِ
Agriculture and Lands Department	إِدَارَةُ الزَّرَاعَةِ وَالْأَرْضِ
Game Preservation Department	إِدَارَةُ وَقَايَةِ الْحَيَوَانَاتِ الْبَرِّيَّةِ
Survey Department	إِدَارَةُ الْمِسَاحَةِ
Medical Department	إِدَارَةُ الطَّبِيبَةِ

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